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ABSTRACT

This volume contains abstracts of 76 projects (most of which were conducted in Australia and New Zealand) concerned with programs for youth and with social and educational developments affecting youth. The abstracts are arranged in the following two categories: (1) Social and Educational Developments: Policy, Analysis, Research; and (2) Programs: Reports, Reviews, Evaluation. Summarized in the individual sections of the collection are projects dealing with the following topics: aborigines; adolescence; career education and counseling; education (funding, participation, participation and equity programs, and rural education); education and training; employment (cooperatives and job creation); family; girls and women; International Youth Year; migrant youth and ethnic groups; schools and schooling (curriculum development and languages in schools); social change; students; technical and further education; youth issues (employment, health, housing and accommodation, income support, institutional care, issues, policies, research, services, teenage pregnancy, transition to adulthood, and views and attitudes); and youth work and workers. Each abstract includes information on the source of the document and a summary of its contents. Subject and author indexes are provided. (MN)

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ABOUT THE ABSTRACTS

For this first issue of Abstracts in International Youth Year (IYY), we have collected a variety of material concerned with the views and needs of young people and with the issues and policies affecting them. We have also listed a number of periodicals produced specifically for IYY (85/C: 32), and will continue this listing throughout the year. We hope that the information and comment in these Abstracts may contribute to making 1985 a year of positive achievement in youth policies and provisions.

The Abstracts are arranged in this issue in two categories, each prefixed by 85 to indicate this year:

Section 85/AB: Social and Educational Developments: Policy, Analysis, Research
Section 85/C: Programs: Reports, Reviews, Evaluation

Within each category the Abstracts are numbered sequentially, each issue in 1985 continuing the numbering from the previous issue. Research in progress is distinguished by # alongside the number.

In each section, the Abstracts are arranged in clusters according to prime subject matter. This makes it possible for readers to compare differing views and approaches to particular topics. A list of the topics covered is given at the front of the booklet.

Subject and author indexes for 1985 begin in this issue. More detailed information about any of the topics or publications can be obtained from the Clearinghouse, but copies of the publications themselves must be sought from the authors, institutions or publishers. It is hoped that the citations give sufficient information to make this access to publications possible.

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SECTION 85/AB

SOCIAL AND EDUCATIONAL DEVELOPMENTS

Policy, Analysis, Research

85/AB: 1 - 44

MURRAY, Christopher* B5/AB: 1

Youth Research in the 1980s. In Prospects, Vol. XIV, No. 2, 1984 [p.211-221]

Setting out to provide an overview of recent research on youth issues, this article first emphasises the need to see young people and the issues affecting them within the global demographic and social trends which affect all age groups. These provide the context within which individual researchers, working within a national frame of reference, are focusing on such issues as the role of young people in enhancing cultural identity and communication between cultures; questions of peace and respect for human rights; reducing inequalities; preserving the environment and natural resources; harnessing science and technology for social and economic purposes; providing for full participation in society through meaningful employment and political expression.

The article discusses relevant social and demographic trends, pointing out that the 15-24 age group has in the last two decades increased from about 17 per cent to 19 per cent of total world population, though by the year 2000, this group will be back to 1960 levels again. The overall statistics disguise considerable variations between developing and industrialised nations, with the former recording a rate of increase more than double the latter and projections for some countries, particularly Africa, indicating continuing sharp increases. In general, the tendency is for societies to age with increasing industrialisation. The article goes on to discuss some of the social implications and complexities of the issues raised by demographic trends within different countries; in particular patterns of rural-urban migration and the 'fit' between educational and employment sectors and unemployment.

In contrast with the theorising about youth in the 1960s and early 1970s, current research is based more on empirical fact and theoretical thinking, and young people are no longer seen as a homogeneous group - a youth culture. As a framework for its overview of the research, the article includes a diagram indicating both time and level of research: personal, societal, institutional formal, institutional informal. The diagram acts as a peg for discussion of five main areas of research interest with reference to particular studies in each area. At both formal and informal institutional levels, there continues to be interest in youth movements - a term covering a range of developments from the anarchical to the ideologically conformist. Evident in such research and giving rise to much debate about ideology is the dilemma of resolving the contradiction between the movement as a 'community' and the movement as an 'organisation'.

A second area of research, involving all four levels of analysis, is that which aims to describe transitional processes and includes aspects such as individual aspirations, values and decision-making; access to and inequalities of opportunity in schooling. Such research indicates reduced

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inequality between the sexes and reason to believe that meritocratic selection procedures do not necessarily enhance the educational opportunities available to adolescents. The social and psychological marginalisation of young people is a third area of research interest including not only sub-cultures that generate disease, poverty and crime but also social structures which deny young people the challenges of responsibility and initiative and exacerbate feelings of powerlessness and loneliness.

A fourth area of research is concerned with inter-generational relationships and is producing some evidence that inter-generational differences in attitudes and values have been over-generalised in the past; that there is generational continuity rather than strife. Finally, there is research which is personal in orientation, focusing on physical development and character processes, particularly those involved in questions of self-concept. Considerable effort has been devoted to clarifying and describing the maturational phase called 'adolescence' and its physical, psychological and social consequences.

The article concludes by stressing the point that young people are influenced not only by their society and its culture but by the history of the society and culture. Recognition of this gives meaning to the phrase, participation, peace and democracy - the keynote of International Youth Year.

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FOGELMAN, Ken (ed.) 85/AB: 2#

Growing Up in Great Britain. Papers from the National Child Development Study. London, U.K.: MacMillan for the National Children's Bureau, 1983 [374p.]

With the purpose of examining social and obstetric factors associated with the perinatal mortality rate, a study was undertaken in 1958 of all births in England, Scotland and Wales in the week 3-9 March 1958. Information was obtained on 98 per cent (17,000) of the total births registered in that week. In 1964, the National Children's Bureau was commissioned to follow up this cohort of children and collect information on them at age 7. Subsequent funding enabled two more follow-ups of the children at age 11 and age 16. Preparations are now being made to continue the study into adulthood.

The basic purpose of this longitudinal study, which has become known as the National Child Development Study, was to study the educational, behavioural, emotional, social and physical development of a large and representative group of British children in order to gather normative data; to investigate the complex inter-relationships between the many facets, both normal and deviant, of children's development, and to report the incidence of handicaps and the provisions made for these. The detailed information collected at birth and at the three follow-up ages has enabled a variety of subsidiary short and long-term goals to be identified. These are listed in this report.

A number of publications have already resulted from the study, beginning in 1972 with From Birth to Seven, a comprehensive report of the 7-year stage of the National Child Development Study. This book puts together the information gathered by the study on the growth and development of the children during their school years. The introduction outlines the background to the study, its aims, the tracing of the children and the collection of data from a variety of sources: parents, teachers, medical officers and, at ages 11 and 16, the children themselves. The six main parts of the book cover Social Background and Development (social class and family size; housing; immigrants; single parent families; families on low incomes); Health and Physical Development (speech, vision, hearing, other handicaps and defects, other aspects of physical development and health); The School (ability grouping in the secondary school; other school characteristics; guidance, careers and further education; sex education and preparation for parenthood; other aspects of schooling); Measuring Behaviours in the School and Home; Written Language. A six-page Overview brings together some of the main findings of the study, and this is followed by a statistical appendix, references and a subject index.

The report points out the particular value of longitudinal cohort studies in their capacity to study change over time, though it also notes the difficulties inherent in attempting to disentangle change over time from changes in context and/or perceptions (of different observers). It warns against making over-generalised predictions about a child's future characteristics based on a single measure - on one occasion, in one context and as perceived by one individual. The study has found evidence of considerable change over time in such fundamental social circumstances as housing and family patterns and in the children themselves: in physical development, in behaviour and in attainment. This kind of change suggests

that educational selection for particular schools or streams within a school must allow for these marked and common contrasts in rates of development. It casts doubt also on the appropriateness of early selection and indicates that more comprehensive schooling and more mixed ability teaching would be accompanied by more movement between attainment bands at various ages.

The NCDS data have shown an increasing gap throughout the school years between children of different social class and family size, but little indication that where changes in a family's social circumstances did occur these resulted in any improvement or deterioration in the child's development. These findings suggest that educational inequalities are inherent in the structure of the society and are unlikely to be significantly reduced by improvements in material circumstances or changes in the educational system alone. The study also found that, though the early years of childhood are important as a foundation period of rapid change and development, adverse circumstances such as poor housing or loss of parent are of equal importance for a child's development at whatever age they are experienced.

Girls were found to be as likely as boys to plan to stay on at school beyond 16 but were less likely to see themselves, whatever their level of ability, as going on to universities or polytechnics. Their aspirations also tended to be stereotyped and narrower, focusing on careers such as teaching, nursing, social work and jobs involving children.

Other findings of relevance to education are that few careers teachers had received anything more than minimal training for their work; that in 1974, 9 per cent of 16 year-olds were in schools which provided no sex education at all; that the average attainment, behaviour and attitudes of 16 year-olds was not found to be associated with the ability-grouping policy of their secondary schools but that there were indications that schools using mixed ability groupings entered more children of relatively low ability for public examinations; that there appeared to be significant numbers of children with severe defects who had not been identified as needing special attention and who were apparently coping quite well within normal schools.

The report notes that, in a sense, its findings so far are preliminary. Further investigation in the longitudinal study will be able to add to the picture of young people in Great Britain and relate their adult lives to the information on their childhood and school days.

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MURRAY, Chris and Ann DAWSON 85/AB: 3

Five Thousand Adolescents: Their Attitudes, Characteristics and Attainments. Manchester, U.K.: Centre for Youth Studies, Faculty of Education, University of Manchester, 1983 [67p.: £4.75]

This paper is the final report of a project, Realising Youth's Potential, undertaken to provide information on the attitudes, characteristics and attainments of some 5,000 young people in ten comprehensive schools in Manchester. Outlining the context of the study, Chapter 1 points out that adolescents today are moving to maturity in a world where long-established values and traditions are being questioned. A young person's attitudes towards school and his views and images of himself and others are important elements in the full development of potential. And among the most influential of differentiating characteristics among young people is that of ethnicity. With the impact of ethnicity as a particular focus, the study is designed to provide teachers and parents with information on what young people think and feel about issues which bear on both collective morale and individual attainment framed in scholastic terms.

The 5,219 young people in the sample included 12 per cent each of Afro-Caribbean and Asian students and represented 87 per cent of the possible student population in the three-year groups at the ten schools. They responded in May/June 1981 to a questionnaire covering 113 items combined for measurement purposes in 12 scales: school commitment; vocational usefulness of school; value of work; open-mindedness; parental support/general; school non-anxiety; parental concern/schooling; academic self-concept; peer dependency; achievement orientation; general self-esteem. The research method is detailed in Chapter 2.

For discussion of the conclusions in the final Chapter 3, the twelve scales of measurement are arranged in four clusters or factors, in each of which the variables are positively or negatively associated with each other; for example, parental support is related to non-anxiety about school, and intrinsic value placed on work is positively associated with open-mindedness and negatively with powerlessness. On this basis, the indications of the study are that, in this sample as a whole, young people have positive self-esteem, a commitment to school and work, and a view of their parents as supportive generally and particularly with regard to school.

Among the three ethnic groups (Europeans, Afro-Caribbean and Asian), there is little difference in views on parental support and their own ability to influence events. The Asian group have a more positive view of themselves in academic terms than the other two and both minority groups score higher than the European group on the achievement orientation scale. The Asian group shows higher commitment to education and view of its usefulness than the other two groups; the European group places least emphasis on the vocational usefulness of schooling. The chapter goes on to detail other differences between the groups on attainment and sex and age comparisons, pointing out that, allowing for differences in non-verbal reasoning and social status, there is an approximate equality of attainment among the three groups. Overall, the study offers little support for assumptions made about 'racism' in schools, negative teacher attitudes, inappropriate curriculum or low expectations of career teachers/officers as these relate to pupil attitudes and attainments in the sampled schools.

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TCHERNIA, Jean-Francois 85/AB: 4

The Young Europeans. An Explanatory Study of 15-24 Year Olds in EEC Countries. Brussels: Commission of the European Communities (200 rue de la Loi, 1049 Brussels), December 1982 [175p.]

This survey of 3,867 young people in ten European countries in April 1982 was commissioned by the Commission of European Communities in anticipation of the International Year of Youth in 1985 and with a view to better understanding the views and attitudes of young Europeans. The survey was conducted by questionnaire and interview and a number of common questions were put to both the young people and their elders to elicit differences in views. A preliminary table provides a breakdown of the sample by sex and age, by occupation, by household type and by country. The six chapters report the responses of young people on Living Conditions, State of Mind, Perceptions of the World, Values, Politics, Europe. The conclusions overall are briefly summarised in a final section and four appendices provide detailed information about the survey and its methodology. In each chapter, tables and graphs amplify the information collected.

The period 15-24 years covers the transition of young people from students to working life - a transition which is different for the sexes. Women leave school earlier than men and are earlier affected by unemployment; more of them drop out of the labour market and more also engage in part-time work.

Most young workers and students express high satisfaction with their occupations; those in job training are even more satisfied. Those who are unemployed blame, first, a lack of jobs and secondly, a lack of jobs to suit their training. On the whole, young people express satisfaction with relationships, whether these are with parents or friends or more emotional involvements. What hangs over them is the fear of unemployment derived mainly from a general impression of the state of Western societies.

Four main areas of interest clearly stand out for young people in all the countries: sport, arts/entertainment, important social problems and the environment/nature protection. Four sources of hope are also identified: scientific and technological developments; understanding and goodwill among people; prospects for standard of living and the quality of life. Sources of fear and anxiety were more varied, but three were particularly acute: unemployment; crime and terrorism; the despoiling of natural life. Young people appear to be more attracted than their elders to 'post-materialist' values relating to belonging, personal development and quality of life. One great cause holds prime position for people of all ages: world peace - and, after this for the young, human rights, freedom of the individual, the struggle against poverty and protection of the environment.

As supporters of social change, young people show themselves to be sensitive to social inequalities and to problems of individual and minority expression, but in terms of action they are drawn less to the traditional method of political parties and more towards informal protest movements focusing on a limited number of issues.

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GRAY, Cecilia, Denis J. DAVIS and Millicent E. POOLE 85/AB: 5

Literature Review of Studies of Youth Views and Attitudes. Carried out by the Centre for Research in Education and Work, School of Education, Macquarie University for the Department of Education and Youth Affairs. Canberra: AGPS, 1984 [92p.:

This comprehensive review of the literature on the views and attitudes of young people was intended to provide background information for a major survey of young Australians carried out by Australian National Opinion Polls (ANOP) for the Special Minister of State (85/AB:6). The review was concerned mainly with work carried out between 1978 and 1983 and mainly with the studies of the views and attitudes of 15-24 year olds whether they were in education or the workforce or in neither. The issues of main interest were: the education system; employment training opportunities, income support; expectations about employment and about accommodation and transport; politics and the legal system; the family and society; the future.

The introduction to this report outlines the aims of the review, provides some background discussion of the issues currently affecting the transition of young people to adulthood, and describes the methodology of the review. Each of the following seven sections deals with one of the main issues identified above. Each section sums up the general conclusion of the review of that particular issue and includes an Easy Access Grid identifying the study and providing information on the sample used, the geographical area and the aims and conclusions. The concluding section comprises a complete Easy Access Grid and a detailed bibliography. Appendices and tables provide further information.

In education, the evidence on attitudes to schooling appears ambivalent, since young people on the whole see the need for schooling, but at the same time show evidence of disenchantment and even alienation. Sources of discontent are reported as being a curriculum narrowly focused on the academic elite and irrelevant to the majority of students; the quality and quantity of career advice and work experience; teacher-student relationships; school rules; discipline; assessment. The most vulnerable group of students, early school leavers, show a much stronger dislike of schooling than those who stay on.

On Employment Training Opportunities and Income Support, little research evidence is available. What there is suggests bewilderment among young people at some aspects of training schemes and a perceived need for the independence of a liveable income. The review confirms the gap between aspirations and expectations of employment and between these and the realities of getting a job. Opinions on the causes of unemployment are diverse, but there is no doubt about its negative effects on the self-esteem and confidence of the unemployed. Among other issues canvassed, housing was seen as a basic need and right and adequate transport for education and job seeking as a problem. Young people appear to be still committed to family life and relationships, but to feel that parents and older people should be more caring and sympathetic, particularly on the issue of unemployment.

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. The New Traditionalism. A study on young Australians by ANOP for the Department of the Special Minister of State (SMOS). Canberra: SMOS, July 1984 [27p. + 20p. tables/charts]

. A Study on Young Australians by ANOP for the Department of the Special Minister of State. Canberra: SMOS, August 1984 [206p.]

The first of these reports is an overview of the second and complete report of the survey of attitudes of 2,002 young Australians aged 15-24 years undertaken during April 1984. Before the survey a literature search was undertaken (Abstract 85/AB: 5) together with an extensive program of discussions with groups such as parents, teachers, youth workers and leaders throughout Australia. The main report describes the methods and scope of the survey. Seven main priority areas were identified for investigation: youth identity; issues and concerns of young people; the future; media preferences; attitudes to government; incentives to encourage students to stay longer at school; attitudes to income support for young people. The three sections following the introduction to the report comprise a descriptive analysis of the study findings for each of the areas identified; a discussion of the implications for government and a detailed tabular presentation of survey results. The overview report outlines the study, the main conclusions, the key findings and the main findings, and provides some selected charts illustrating the main survey results.

The difficulties of selecting and generalising from such a survey are indicated by the fact that the summary of findings and conclusions in the overview report conveys an impression of more optimistic and positive opinions among young people than might be warranted by the more detailed findings. The main report finds a considerable difference in optimism, satisfaction and sense of identity between young people from privileged backgrounds and in secure employment and those from less privileged backgrounds and unemployed. The unemployed are 'the most markedly different group of young people in attitude, with their mood being more depressed and one of feeling helpless'. Young people's outlook is particularly influenced by what they are doing and their educational achievements. The main factors used by young people to judge the quality of their lives are 'finishing' their education, starting work and finding a partner'. Independence is prized and a job is seen as the main avenue to financial independence. Young people feel that they have little influence on what happens in Australia and, again, perceptions of influence are closely related to participation in the workforce. Sixty per cent of young people believe that both sexes have equal opportunity; almost 30 per cent - mainly women - feel that women are discriminated against, particularly in the workforce. Overall, young people appear to have a positive view of living in Australia and being Australian.

The key central issue of concern to young people is opportunity for employment and the benefits this brings in terms of security, money, and identity. Education also is seen largely in terms of jobs and money. Young people are pessimistic about finding a job: 82 per cent think it would be very or fairly difficult to find a job in the city or area they live in; 93 per cent think the same about finding a job of their choice. 'Most do not expect unemployment levels to fall in the near, or even in

the more distant future'. Among the perceived causes of unemployment are scarcity of jobs; economic factors including the recession; automation and technology; 'lack of experience, skills and education among young people, poor attitudes and motivation among young people. Those most likely to suggest the last two of these are the better educated and 'upscale' in terms of employment and income. The unemployed feel 'a personal stigma attached to being out of work and on the dole'.

For 73 per cent, the possibility of nuclear war is an issue of deep concern and 63 per cent believe it to be likely in their own lifetime. The perceived likelihood is greater among the unemployed, the more 'downscale' in terms of income and education, and those with children. Young people on the whole accept the multicultural society and feel that past migrants have contributed much to the society, but 60 per cent, particularly those whose employment and living are insecure, believe that current levels of immigration are too high and 53 per cent believe that there are too many migrants of particular race or nationality. Over one half (53 per cent) believe that Aborigines are unfairly treated, views being influenced by geographic location.

Despite specific worries and insecurities evident in the survey, most young people feel that their lives are likely to improve in the next two or three years; 'improvement' being related to jobs/money, finishing education or establishing a family. The aspirations and expectations of young women concerning employment diminish as traditional family and domestic commitments assume priority but 55 per cent expect to be involved in some kind of work-related option in ten years time. Existing role stereotypes appear to be changing only slowly.

Young people use the media mainly for entertainment; news, information and current affairs are of comparatively little interest. The attitudes of young people are 'undoubtedly being reinforced by their consumption of "the middle of the road" mainstream popular media' - a media diet which 'does little to encourage even the beginnings of a thinking reaction to traditional values'. Though 85 per cent of eligible young people are on the electoral rolls, only a minority have any real interest in politics and government and general awareness of federal government policies and programs for young people is low. The Participation and Equity Program (PEP) is seen as being relevant and useful '**provided** young people are to be well taught and taught useful, practical skills and provided it will help them find jobs'.

The survey confirms the high incidence of part-time work among full-time students and their wish to be independent. Fifty-three per cent believe unemployment benefits to be too little (particularly the unemployed, the part-time employed and young women); and a large majority feel that government should provide constructive help in improving job prospects and providing opportunities for useful activity.

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OCHILTREE, Gay*

85/AB: 7

Adolescence and the Family. In Institute of Family Studies Newsletter, No. 10, August 1984 [p.12-18]

Adolescence is an important period in the life cycle: a time when important choices are made which affect future life and a time when physical development bring the added responsibility of coping with sexuality and sexual identity. It can be a difficult time also for parents, particularly those affected by unemployment themselves and the prospect of unemployment for their children. The difficulties can have an effect on family relationships, though there is little evidence of a 'generation gap'. Research indicates that peer group values are usually not in opposition to family values and that teenagers have a more positive view of adults than adults do of teenagers. As indicated in the Institute's Children in Families Study (84/AB:35), most teenagers see their parents in a positive light. The myth of the 'generation gap' is based on the day-to-day arguments which arise and on the moods and emotional behaviours associated with adolescence.

The article goes on to outline some of the physical, psychological and cognitive changes which occur in the period of adolescence: the growing assertion of personality and independence. The social context exacerbates the difficulties. Adolescents have the expectations engendered by living in an affluent society and by advertising directed at them. At the same time, they stay at school much longer and are then faced with prospects of unemployment and continued dependency without much hope of achieving their own financial and personal independence. Extended education/training opportunities do not solve this kind of problem for young people. What may need to be considered is some form of youth wage which would allow greater freedom to make choices about home and career futures.

* *Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria.*

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POOLE, Millicent* 85/AB: 8

Choosing a Transition to Adulthood. In Education News, Vol. 19, No. 1, November 1984 [p.42-44]

This article reports on a comparative study of adolescents in five countries: Australia, the U.S., India, Holland and Singapore. In each country a rural town at a distance from a large metropolitan centre was chosen as the main focus of study, the Australian town being Kyneton in Victoria. The studies set out to examine young people's concepts of the future; the range of their activities and the persons in and outside the family who influence them or offer support in decision-making.

Though differing considerably according to individual, sex and national views and attitudes, the responses showed that adolescents in all countries anticipated pleasant personal futures, especially in relation to education, work and their own marriage and parent roles. Australian and American adolescents showed more concern with courtship, marriage and children than do Indian adolescents, as well as greater desire for possessions. Occupational choices and possibilities tended to be limited in each country by realistic practicalities and constraints. Australians and Americans showed greater awareness of leisure activities than did those from other countries, and greater expectations of autonomy in decision-making. In all cases, the family was seen as a source of support for young people in their decision-making. Opportunities for exercising choice, for making decisions on a variety of issues affecting their lives, are seen by adolescents in different cultures as important for their development as autonomous human beings.

* *Faculty of Education, Macquarie University, NSW.*

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SOUTH AUSTRALIAN YOUTH FORUM 85/AB: 9

Say-So. Adelaide, S.A.: Youth Bureau, Department of Labour, March 1983 [53p.]

The Say-So project was held in May 1982 in order to seek the views of young people on a range of issues and to provide an opportunity for them to become active in decision-making. Responses were sought to three questions in particular: Do young people get to have a say? It's a hassle being young, what do you think? If I could tell the 'heavies' something I'd like to see happen in South Australia, I'd tell them .... The organisation of the project and its aims are outlined in the first chapter of this report. The main body of the report comprises the direct comments of the young people participating, arranged in sections according to the questions asked.

The responses clearly indicated that young people feel that they do not have a say, or, if they do, that no one listens anyway. They feel that being young exposes them to a variety of social, peer group, family and older generation pressures. The third and longest section reports comments on a range of issues: government and decision-makers, education, unemployment, entertainment, police, drugs, housing, employment, transport and other aspects of life.

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WISEMAN, Roger* 85/AB: 10

Youth, Politics and Nationhood. In Education News, Vol. 18, No. 11, August 1984 [p.38-40]

This article reports on a 1981 survey of 3,000 students in South Australian schools to elicit their views on Australia, its political functioning and the place of ethnicity and ethnic minorities in the society. The students surveyed were aged 11 to 15 years and were in Years 6, 8 and 10 in forty government and non-government schools which ranged from large high schools to small rural schools.

In the responses indicating desirable changes for Australia, younger students referred to the physical environment, recreation and peace; older students were more concerned with politics, the economy, freedom and with expressing prejudices against ethnic minorities. The article goes on to report student opinion on a variety of topics such as the flag, Australian symbols, ethnic discrimination, influential decision-makers, women's rights, famous Australians and Australian culture.

The writer argues that students' developing interpretations of nation, ethnicity and government are heavily influenced - even manipulated - by others. Governments in Australia should take a larger part in constructing and ensuring an appropriate political education as part of a core curriculum for all students.

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NSW. ETHNIC COMMUNITIES COUNCIL OF NSW 85/AB: 11

Draft Discussion Paper on Ethnic Youth Issues in NSW. Sydney, NSW: Ethnic Communities Council of NSW (154 Elizabeth Street, Sydney), September 1984 [11p.; mimeo]

There are in NSW about 75,000 young people between 15 and 24 years whose birthplace is a non-English-speaking country, yet they are under-represented in the structures of the youth sector and consequently are able to make a less effective input into the development of policies and priorities of Australian youth in general. Statistical information, which is based on only two categories, overseas born and Australian-born is also inadequate to provide information on young people from non-English-speaking backgrounds. As a resource document for International Youth Year (IYY), this paper puts together the views of these young people as they have been expressed in seminars, conferences and consultations since 1980. The paper briefly covers the issues of education, employment, housing, income security, health, family relationships, legal rights, young women's issues, refugee youth. In each section discussion shows how the problems for young people in general are exacerbated for young people from non-English-speaking backgrounds by language difficulties, lack of awareness and understanding by the community, uncertainty about legal and other rights. In each area, a series of precise recommendations is set out.

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ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT. CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI) 85/AB: 12

Transition to Adulthood. CERI/CD(84)5. Paris: CERI, OECD, May 1984 [99p.: mimeo]

This draft paper by James Coleman (University of Chicago, USA) and Torsten Husen (University of Stockholm, Sweden) is a contribution to the conceptual research oriented part of the OECD project, Transition to Adulthood. It provides a comprehensive analysis of the economic, social and cultural changes which have combined to create the problems currently associated with the transition of young people to adulthood.

The introduction to the paper outlines the main changes discussed later in more detail, among them the expansion of secondary education; changes in family patterns and organisation; youth unemployment; the participation of women in the workforce; increasing drug abuse and crime among young people. The paper argues that the changes of which these developments are indicative are not temporary in character, but in fact fundamental and far-reaching. They require policies which are not simply remedial and ameliorative, but designed to be compatible with a new social structure. The changes to institutions must therefore be equally fundamental. There is a strong need to re-think the functions of the family, the school and the workplace in socialising young people into adult society, and to find appropriate links between them. The paper avoids focusing on the single issue of youth unemployment and tries to give a more comprehensive perspective on youth problems as they appear in the highly technological society of today, since these problems in fact arise from changed patterns of interaction between youth, the institutions in charge of socialising them and society at large.

The paper is in three parts. Part 1, drawing closely on research studies, provides a comprehensive discussion of the changes and issues associated with the transition of child to adult, particularly as these affect current problems. It briefly traces this transition in different periods and societies, pointing out that the concept of a period of transition called 'adolescence' is relatively new. The period covers marked biological and psychological changes common to all, but young people are differentiated from each other by the social groups to which they belong and from adults by their different historical situations and experiences. Youth is not only a product of the society, but a source of social transformation. Recent research has shown that young people have by and large absorbed their parents' values and are caught by the same conflicts that beset society at large. The 'youth problem' must be analysed within the framework of the societal problems and conflicts which tend to permeate its institutions, including the school.

The section goes on to examine the institutions which play a part in socialising the child into the society. These include the family, the various levels of schooling, other agencies such as the media, churches and voluntary and business associations. Many of these institutions operate simultaneously and in parallel without co-ordination or reference to each other, so that policies and consequences can often be contradictory. A similar lack of co-operation among school, family, police and welfare agencies can also lead to outcomes contrary to professed aims. Discussing the relative importance of adults and peers in the socialisation process, the paper notes the extension of the years of

schooling and the isolation of young people both from the family and the workplace. This has also meant a dependent client role for the school pupil. The increasing participation of school students in the workforce reflects both a desire for financial independence and a declining interest in school work. At the same time, young people are highly conscious of the role of the school as a sifting and selecting device and the need to conform for the sake of future prospects. The remainder of Part I is a detailed discussion of the emergence of new values among young people and of the issues and problems raised by the development of schools as large bureaucratic processing institutions. The changes are marked by the emergence of a new 'underclass' of deprived young people who, for a variety of reasons cannot take advantage of the opportunities which are ostensibly available to all.

Part II of the paper examines in detail the changes of recent years in the three institutions of the family, work and school, and considers the implications of these changes for youth. It distinguishes three phases of social change: from a subsistence economy through an industrial economy to a post-industrial affluent economy. Reflecting these, the family's situation (on average) can be described as bare subsistence or poverty, economic respectability and affluence. In Phase 1, children are an economic asset, providing labour which can be exploited. The school protects against exploitation and provides a broadening influence. In Phase 2, the economic needs of the family are met by full-time employment. There is a strong interest in children as an investment for the future - to increase the economic and social status of the family in the next generation. In this, the school becomes the ally of the family, each emphasising the importance of high academic achievement and reinforcing their common interests.

In the post-industrial society of Phase 3, the family has lost its central economic role and has been replaced by large corporate bodies: industrial, commercial and governmental. Family patterns break down and there is declining interest in the destinations of children. The state takes over many of the welfare and redistributional activities once performed by the family. Western developed countries are now in Phase 2, but some of the more affluent OECD countries are approaching Phase 3. The developments are already reflected in a lesser investment and interest by families in children and youth than was the case forty or fifty years ago. More and more, the school is then expected to take over functions previously exercised by the family, and to find ways of supplying new motivations to learning.

The paper goes on to discuss in some detail the implications of Phase 3 for the process of transition to adulthood, covering the different effects of industrial change on children and on adults; the internationalisation of the economy; the decline in entry-level employment for young people, together with the increase in employment benefits and in the 'hidden economy'. Other changes are to be seen in education institutions and in rights and responsibilities in a society which could be labelled a 'client society'. There is an increasing proliferation of agencies concerned with the welfare of young people and equally an increasing fragmentation of services. No institution replaces the family in its concern for the whole individual. One of the consequences is a compartmented, bureaucratic and impersonal approach to the care of young people, and a client-oriented society easily develops into a control-oriented society with a network of elaborate restrictions.

Part III of the paper looks at some of the policy changes needed to deal with the problems of youth in the kind of social climate outlined in Parts I and II. The paper emphasises the need for policies which affect the entire social fabric rather than simply tinkering at the margins.

Approaches commonly suggested involve the lengthening of schooling, the raising of scholastic standards and changing the content of education. All of these assume that the basic structure of education will remain more or less unchanged. More fundamental changes may be called for. The school may have to reorganise so that it actively co-operates with families and becomes the focal point around which to create a community in which genuine education pertaining to the whole child can occur and in which young people can genuinely participate and accept responsibility in decision-making. The paper goes on to discuss alternatives for re-structuring the situation of young people in the society: age balanced work organisations with structures approximating the age distribution of the society; the school as a self-directed community; youth enterprises; transition vouchers which could be used for further education or for subsidising wages provided by first employers or for financial aid in setting up a business; programs of national service to include civilian service. Finally, the paper discusses the use of research to provide an informed basis for policy decisions.

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ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT. 85/AB: 13
MANPOWER AND SOCIAL AFFAIRS COMMITTEE

Review of Youth Policies in Australia. MAS(84)20. Paris: OECD, 14 November 1984 [111p.]

Early in 1983, the newly elected Labor Government invited an OECD team of three experts to come to Australia to advise on youth unemployment and ways of dealing with it. This is the final report of the team, which visited Australia for two and a half weeks in November/December 1983. In preparation for the visit, the Department of Education and Youth Affairs produced an informative background report, published in 1983 under the title, Youth Policies, Programs and Issues: An Australian Background Paper (84/AB:82). The Report of the OECD team is based on information in this background paper and on other reports and publications, on extensive discussions with a wide range of people in Australia and on knowledge and experience of developments in OECD countries generally.

The first chapter of the report identifies two problems relating to young people: high rates of unemployment and underemployment; low levels of education attainment and occupational skills and unequal access to the education and training opportunities that exist. Remedies are suggested in three areas: employment, education and training, income support. Discussing the Australian situation, the report argues that youth unemployment is due not simply to the economic recession, but also to changing structures of employment: the decline in manufacturing and the growth in the service sector and in high technology occupations. These changes will demand a more highly trained workforce than Australia has had in the past, and will reduce opportunity for those with low levels of education and skills. Education and training arrangements which met the needs of the past are no longer appropriate. It is necessary now to assure a higher minimum level of preparation for working life (and adulthood) and to increase the proportion of those with technical skills. In addition, there is need to assure an equitable distribution of those competencies and skills, particularly for presently disadvantaged groups such as females and young people.

Reviewing employment and unemployment trends in Australia, Chapter 2 concludes that Australia does not now have enough jobs for young people, and, increasingly, the available jobs are part-time, marginal and ill-paid, many of them in declining industries and occupations. To remedy the situation, a general improvement in macro-economic conditions is necessary but by itself insufficient, given the changing industrial patterns and structures. Complementary policies and action must provide education and training opportunities (discussed in Chapter 3) and selective employment interventions to create jobs quickly for young people in the short-term and to assure employment for those who are especially disadvantaged in the labour market. To this end, the report recommends giving high priority to young people in the allocation of existing jobs (for example, in the public service); introducing structural changes to increase overall employment (for example, by reducing the working day, year or life, but **not** by reduction in youth wages which could have undesirable consequences for adults as well as young people); creating new employment for young people (by direct subsidising of new jobs and by financial and other necessary support for 'local employment initiatives' and business ventures). The report also emphasises the need to expand the information on the labour market to provide basic information for employment policies and action and for appropriate education/training.

Despite some improvements in the structures and approaches of education in recent years, Australia still lacks a system of education/training which has a coherent overall sense of purpose; a rational division of responsibilities among the various parts directed to a common purpose; formal points of transition between one institution and another. Chapter 3 discusses five specific deficiencies encountered by young people in the provisions of education/training. Secondary education is characterised by low retention rates, is biased against girls, and does not adequately provide for early school leavers and those who do not go on to tertiary education. Secondly, there is too little connection between vocational training policies and labour market conditions and requirements; there are too few vocational training opportunities and, except for apprenticeship, vocational training is not adequately documented nor are competencies gained in this training evaluated and certificated. Thirdly, the apprenticeship system is biased against females, too vulnerable to fluctuations in economic activity and too inflexible to respond to changing skill requirements. Fourthly, job-based training (the only kind that many young people receive) is largely undocumented. Fifthly, higher education opportunities are spread inequitably. Each of these aspects of education/training is discussed in detail in Chapter 3 and specific recommendations made to remedy the deficiencies.

A necessary and controversial component of youth policy is income support for young people (Chapter 4). Although everyone agrees that current arrangements are complex, inconsistent, inequitable and contradictory in their incentive effects, there is no consensus on how to make improvements. Basically, questions of income support for young people have to be resolved within the context of political decisions about poverty and inequality generally in the society, about priorities in and levels of available resources, and about whether proposals for income support may aggravate income inequality. The report strongly queries the emphasis of Australian authorities on resource constraints and the need in developing youth policies to re-allocate existing resources rather than incur new expenditure. Compared with other OECD countries, Australia spends a smaller share of Gross Domestic Product (GDP) in the public sector and ranks seventh lowest of the 23 countries in taxation receipts. It can therefore probably afford some new net costs, if there is the political will to approve them. Reallocation of existing expenditures would moreover impose costs on some present recipients of benefits and may in fact merely shift costs to the society at large or to other categories of social service expenditure.

The report directs its discussion of and recommendations on income support towards improving short-term and long-term socio-economic equality; the education and skills of the labour force; the ability of low-income young people to make choices without regard to financial considerations. To achieve this, the report recommends a system of income support which would be:

- Income tested: eligibility for benefits beyond minimum allowances should depend on need. Need should reflect family income and own income, and relationship to family. Some benefit payments should be made to parents with limited income
- Favoured choice: the level of benefits should increase according to whether a young person is unemployed, in education, training or tertiary education
- Graduated: benefit levels should increase with age; benefits paid to parents should shift to children as they grow older.

Eligibility for income support should begin when young persons reach age 16, and benefit levels should depend first on what is deemed to be minimally adequate. Such a scheme would be an enabling scheme for young people, providing choice but not maximising unlimited choice; it would support the social and economic directions of the society.

In Chapter 5, the report argues for an Entitlement for Young People to guarantee that all young people at the end of their education/training are adequately equipped for adulthood and the world of work. The Entitlement would ensure that young people in post-compulsory education/training would receive information and counselling about further education/training opportunities, work preparation, basic training and life skills. For those not continuing in secondary education or other education/training, the Entitlement Year (which could be taken at any age up to 24 years) would act as a 'safety net' to prepare them for employment through a range of 'graduated' activities allowing for different stages of readiness and for progressive development. Chapter 5 goes on to discuss the administrative and institutional arrangements for the Entitlement and outlines experience in other OECD countries.

In Chapter 6, the difficulties of rationalising and decentralising governance arrangements for youth policies are acknowledged, since authority, responsibility and implementation involve three layers of government together with employers and unions. The report argues that as well as consensus on the problems and their resolution, there needs also to be agreement on who develops measures, who implements them and who manages them? The methods of balancing and rationalising responsibilities and roles should be based on the principles of keeping routine decision-making on services as close to the client as possible while retaining strategic resource allocation, technical assistance, goal setting and evaluation at the national level. The Commonwealth needs to show positive leadership but to exercise its power and functions with a light hand.

Drawing on the argument and recommendations of preceding chapters, the final Chapter 7 presents a framework for new youth policies, establishing priorities among the recommendations and suggesting how education, training, employment and income support policies might be better connected. In effect, the chapter summarises and highlights the main recommendations and discussion of the report. References and a chapter by chapter listing of recommendations complete the report.

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ABRAHART, A.G. 85/AB: 14

Towards a Comprehensive Approach to Youth Policies. Canberra: Department of Education and Youth Affairs, October 1984 [31p.: mimeo]

The response to a growing concern about youth unemployment since the 1970s has been a diverse range of programs which are largely uncoordinated, highly complex and in many ways inadequate. These have evoked a growing demand for a comprehensive approach to youth policies. This paper discusses concepts of youth policies, some guiding principles on which they might be developed and the implications in terms of cost and administration.

The paper argues that it is inappropriate to speak of a single comprehensive youth policy, since no single policy could encompass all areas of policy-making (including economic and industrial policies) which affect young people. It is more realistic to conceive of a comprehensive approach to youth policies based on a set of guiding principles which would give consistency and coherence to individual policies, act as a focus for decision-making and provide a basis for evaluating outcomes. Such an approach to youth policies would be directed primarily to the major policy issues of education, training, employment, income support and a range of local services for young people. Policies in these areas for young people must also take into account the effects on other age groups in the community.

Section 2 of the paper examines the question of what constitutes a comprehensive approach to youth policies, pointing out that the term 'youth' covers not only a wide age range of 15-24 years but also individual differences in development and maturity. To make policies covering such a range of needs is complex and difficult. Some concepts, expressed in the views of young people (for example, 83/AB:100, 85/AB: 6), are based on the principle of 'empowerment' which includes the involvement and participation of young people in the processes of policy-making. Others see youth policy more narrowly as a set of co-ordinated policies to reduce youth unemployment and its consequent problems. Both approaches have their difficulties. The 'centrepiece' of government youth policies is the Participation and Equity Program (PEP). The objectives of PEP, while wide in scope, are focused essentially on education. An effective approach to youth policy must assume co-operation between PEP and labour market authorities, particularly operating through employers in government, private and community organisations. The major difficulty in such co-operation is the long-standing problem of getting different governments and even different areas of the same government to work together effectively. Given the difficulty of expressing a comprehensive approach to youth policy simply and briefly, Section 2 concludes that the six principles embodied in the ALP Platform Constitution and Rules (1984) have particular relevance. These are set out in the paper.

Section 3 considers the components of a comprehensive approach to youth policies as being opportunities in education, training and employment; income support measures, and general support services. Each of these must be considered in terms of delivery of services at the three levels: national, state and local. The paper discusses the practicalities and costs involved in each of the areas. In the education/training area, it outlines a scheme which could form the basis of a 'youth offer' for those under 18 years, extended on an ad hoc basis to older age groups. The components of the scheme would be places in full-time education in TAFE or schools adequate for the numbers involved; full-time places in non-institutional community settings for those best served by non-formal approaches; eligibility for labour market programs for all those not in education; new combinations of work and education. The complexities of income support are discussed and the paper goes on to suggest a system of rationalised income support for different age groups. For the general services for young people covering such aspects as careers guidance; financial, legal and health problems, accommodation needs, the paper argues the need for improvement in three areas: resources and services; the quality of services and expertise of those delivering them; the co-ordination of local youth services. It advocates a combination of improved information systems and a co-ordination of services which includes education.

The final Section 4 of the paper concerns itself with the administrative implications of such policies. It points out the difficulties of achieving co-ordination and consistency among the various governments and organisations involved and suggests some possible co-ordinating mechanisms. The greatest obstacle however is cost: a youth offer for young people 16-17 years would alone involve a minimum of $120m. in recurrent costs; an income support scheme would be at least an additional $100m. The question is whether we wish to afford such cost, and the answer will depend on how urgent we believe it is to improve the situation of young people in this country.

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AUSTRALIA. ANGLICAN SOCIAL RESPONSIBILITIES COMMISSION, AUSTRALIAN COUNCIL OF CHURCHES, CATHOLIC COMMISSION FOR JUSTICE AND PEACE, COMMISSION ON SOCIAL RESPONSIBILITY OF THE UNITING CHURCH 85/AB: 15

- It's a Rocky Road: Young People in Australia. Blackburn, Victoria: Dove Communications (60-64 Railway Road, Blackburn 3130), 1984 [48p.]
- Is It Great to be Young?. Blackburn, Victoria: (as above), 1984 [15p.]

In the consciousness that young people today are particularly affected by the dramatic changes taking place in Australian society, the first of these publications presents a social justice statement based on listening to what young people themselves say, reflecting on the issues in the light of Scripture and then moving on to suggestions for action. Three characteristics distinguish this booklet: the direct presentation of the views of young people in their own words; photographs which provide insights to complement the text; the relating of the issues of today to practical Christianity. The purpose of the booklet is to raise awareness and stimulate discussion, and the statements on each cluster of topics are interspersed with four practical Discussion Guides for local community groups, for the school and for the family. The second booklet is a complementary publication for students in lower and middle secondary classes.

The booklet begins with statements by three young people from different backgrounds reflecting on their experiences, hopes and feelings, and goes on to place these in context with statistical and other information on young people, indicating the diversity which should preclude them from being treated as a homogeneous group.

Among the many concerns of young people, three issues stand out: unemployment and income security; relationships; nuclear war. These are the topics of the following sections, which conclude with an outline of the situation in which young people find themselves today. The period of youth and transition to adulthood is now a prolonged one and, for many, paid employment - the mark of adulthood - is denied. Young people feel powerless to do anything about their concerns. The next sections deal with empowerment and the basic needs of young people for: vision, dreams and idealism; a recognised social place and role through which they can contribute to the society; an economic base of work and income to allow them to live with independence and dignity. These needs are discussed in terms of action in five important areas: consultation with young people; relationships; the Church; work; and a proposal for places and incomes for young people. Work should be seen not merely as paid employment, but also as meaningful service to the community. A better understanding of work together with different ways of distributing the national income could provide a way out of the unemployment crisis if employers and unions were willing to see and accept their social responsibilities.

The booklet proposes a Youth Accord which would guarantee to young people for a number of years places in education, employment training, employment, community service and other activities. The implications of the program in terms of community co-operation and public costs are discussed. An essential part of the Accord is income re-distribution in two dimensions: through the provision of public services such as housing,

education, health care; through income payments. The first kind of redistribution implies programs which involve young people as well as meeting their needs, and some of these are indicated. The second requires an adequate and equitable range of income security payments available to young people. The seven steps identified as necessary for this include automatic indexatioon of benefits and allowances, and education/training allowances at least equal to unemployment benefits.

In conclusion, the statement points out that International Youth Year (IYY, in 1985 could provide a turning point for the society in its treatment of young people. The themes of IYY - participation, development and peace - relate directly to many of the concerns expressed by young people.

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AUSTRALIA. CATHOLIC COMMISSION FOR JUSTICE AND PEACE (CCJP) 85/AB: 16

Places and Incomes: An Accord for Young People. CCJP Issues, No. 2, August 1984 [11p.]

This discussion paper outlines the main points of the 1984 Social Justice Statement, It's a Rocky Road (85/AB: 15), and then develops the proposal for a Youth Accord presented in the Statement. A Places and Incomes Accord would represent a new approach to the problems facing young people in that it would guarantee places in which young people could contribute to the society and a basic income to all, whether they were contributing in employment, community activities, education or training. The proposal is in the nature of a social contract, requiring action and participation on the part of not only government but also the community, including employers, unions and community organisations. The role of government would be to act as final guarantor of the Accord; to facilitate action at community levels and to co-ordinate such action as necessary. The paper goes on to indicate the need for co-operation of employers in providing jobs for young people; unions in developing greater flexibility in the labour force; the education system in meeting the needs of the full range of young people and using its material resources more effectively for longer hours; the apprenticeship and training systems in providing adequately and less rigidly for young people.

The Federal Government's role as guarantor of places has three components: better co-ordination among existing government programs for young people; greater flexibility; new programs to permit more creative activities and support individual and community initiatives. Discussing how the guarantee of places might work, the paper emphasises that it is not simply another government program, but a community undertaking which would be best handled at the local level and by committees in which young people and local employers, organisations and other interested groups would participate.

The Allowance part of the Accord would be at a level sufficient to ensure a decent standard of living and would be adjusted for inflation. It would be payable to all young people between the ages of 15-24 years who receive less than a set income, equity being ensured by appropriate taxation measures. It would be paid directly to the young person and

income-tested on the young person's income, not on the parents' income. It would replace all other government payments for young people in this age group.

Finally, the paper attempts to provide some broad indications of cost for the two components of the Accord. Recurrent cost for provision of places could be in the order of $1.5 billion, though there would be off-sets to this and multiplier effects in the economy which would create revenue for governments. For the Youth Allowance, the costs would be towards $5 billion, with off-sets of about $1.5 billion from withdrawal of existing programs and benefits. Costs would increase or decline as the economy moved into recession or recovery. The financing of a Youth Accord cannot be considered apart from a review of taxation which is directed towards a more equitable distribution of the tax burden according to means. Australians on the whole are not over-taxed, and higher taxes and new forms of taxation may be necessary to fulfil the responsibility of the society to its young people. It should also be recognised that the Youth Accord is itself a means to increasing public revenue as it takes effect. It is an expensive proposition, but there are no easy answers or cheap solutions to the problems being encountered by young people in Australia today. The alternatives may be far more costly to the society in the long term.

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AUSTRALIA. YOUTH AFFAIRS COUNCIL OF AUSTRALIA (YACA) 85/AB: 17

Australian Youth Policy. Directions in Education, Training and Employment for Young People in Australia. YACA Discussion Paper. St Kilda South, Victoria: YACA (P.O. Box 108, St Kilda South 3182), November 1984 [8p.]

A number of recent reports and statements covering income support, employment, education and training are likely to have an influence on the policies formulated in these areas in 1985. To stimulate discussion among young people and an input to policy development, YACA has, in this paper, summarised some major writings in these areas and included a range of questions and discussion starters.

The paper gives an overview of the current debate revolving around the main issues of an integrated approach to youth policy, a youth guarantee, approaches to unemployment, the co-ordination of education and training. The reports briefly summarised are the Interim Report of the Committee of Inquiry into Labour Market Programs (84/C:49); the Prices and Incomes Accord set out in the publication It's a Rocky Road (see Abstract 85/AB:15); Towards a Comprehensive Approach to Youth Policies by Alan Abrahart (85/AB:14); the OECD Draft Report; Australian Youth Employment Policy Review (final report 85/AB:13).

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AUSTRALIAN COUNCIL OF TRADE UNIONS (ACTU) 85/AB: 18

ACTU Submission to the OECD Review of Youth Policies, Programs and Issues. Melbourne, Victoria: ACTU, November 1983 [17p.]

The ACTU affirms the right of all persons to paid work and sees the Prices and Incomes Accord as the basis for economic policies towards full employment. However, macro policies are not of themselves sufficient and need to be supplemented by policies designed to help disadvantaged groups. This is the context within which the ACTU makes its submission on youth policies.

The submission emphasises that the chief problem for young people lies in recession-induced general unemployment and not in lack of motivation to work. It outlines the unemployment picture of teenagers in terms of rates and duration of unemployment, particularly for females and calls for programs explicitly aimed at young people and at those among them most disadvantaged. It points to the importance of an adequate collection of statistics as a base for policy and to the need to provide young people with an expanded range of options in education, training and employment.

Section 3 of the submission is concerned particularly with women's employment issues, covering discouraged job seekers and the need to erode gender segmentation and encourage women to enter non-traditional employment. The final section stresses the need for adequate and equitable income support, particularly for the most vulnerable. This implies increases in social security expenditure and benefits, and changes to Unemployment Benefits which will make the conditions comparable with those for pensioners and other beneficiaries. Education allowances also would need to be made adequate to remove financial hardship from and disincentives to tertiary education.

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ISLES, Tim 85/AB: 19

Developing Income Support Packages. In Education News, Vol. 18, No. 11, August 1984 [p.44-45]

This article outlines the content of the discussion paper on Income Support for Young People, produced by the Office of Youth Affairs in the Department of Education and Youth Affairs (84/AB:83). It also provides some background on the compiling of the paper by Dr Meredith Edwards who was seconded from the Canberra College of Advanced Education to the Department for the purpose and Ms Marion Dunlop who was similarly seconded from the Social Welfare Policy Secretariat of the Department of Social Security.

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W.A. YOUTH TASK FORCE (Chaired by Prof. B.V. Hill)* b'/AB: 20

Co-ordination of Youth Affairs in Western Australia. Report to the Minister for Youth and Community Services, the Hon. K.J. Wilson, M.L.A. Perth, W.A.: Youth Task Force, December 1985 [117p.]

Following a decision to establish a Youth Affairs Bureau with the primary function of developing and co-ordinating policies and programs on youth, this Task Force was required to consider how policy and services for young people could be co-ordinated; the relationship of the Youth Affairs Bureau with government departments and non-government sectors; policy areas requiring development; structures and administration; consultation with youth organisations and young people. The report is in four parts, Part A covering the terms of reference and list of recommendations, and Part D comprising appendices.

Part B, Identifying Needs and Provisions, traces the emergence of 'youth' as a concept and a group. By the post-war decades of the 1950s and 1960s, the social phenomenon of 'youth' had unquestionably arrived. The trends of this period of rising affluence, full employment and the freedom of movement and action afforded by science and technology laid the basis for the youth scene of the 1980s. The experience of expansion and full employment post-war have engendered expectations that youth unemployment and the problems associated with it are a passing phenomenon which will disappear with economic recovery. This is not so. High youth unemployment will continue as a fact of life and this, allied with increasing family breakdown, will produce more young people without stable family support, housing and resources. Since schooling no longer ensures commensurate rewards in employment and status, old remedies focusing mainly on increased schooling are no longer so appropriate. Youth services must be concerned more broadly, embracing, along with education and recreation, income security and job creation. Thus youth policy must integrate areas which, in government, tend to operate separately. It is on this assessment of the situation of young people today that the report bases its analysis of provisions and needs.

Chapters 1 and 2 in Part B review the provision of services for young people in W.A., in government departments, both State and Commonwealth; in community agencies including local government, the voluntary sector and the business sector. The review identifies a large number of involved agencies and resources, but also finds overlap; some less than effective use of resources; neglect of support to young people in the area of relationships; a centralisation of services; a lack of help and support for unattached youth, those without family and other resources.

Chapter 3 stresses the need for all agencies involved in youth work to be concerned with the young person as a total individual and not merely with the particular aspect for which they have prime responsibility. It considers that for survival alone increasing numbers of young people need help in accommodation, health, income security, legal protection. For their personal development and development of their potential, the areas

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of concern and need are relationships, education and training, the use of non-work time. Their identity as valued citizens will depend on opportunities in employment and community service, and involvement in environmental concern, industrial relations and the political process. Among young people, some groups such as Aborigines, ethnic minorities, the urban poor and rural youth are particularly disadvantaged and may need particular help. The report identifies four approaches to providing youth services: the corrective-charity model which provides 'spartan' help and blames the victim; the schooling-instructional model based on authoritarian relationships; the stage-transition model which sees young people as passing from the pupae/pupil stage to that of adult workers; the supportive-developmental model which recognises that the young person is a self-determining individual who should be offered support, not patronage. In this approach, the young person is recognised as a many-sided person with a capacity to choose. Concluding Chapter 3, a brief review of approaches in other States finds that the story of youth affairs is characterised by recent origins, diverse administrative approaches and slow progress.

Part C of the report contains the substantive recommendations for improving structures in Western Australia. Chapters 4-8 cover the Youth Affairs Bureau, Co-ordinating Panels, Government Departments, Community Involvement, Encouraging Local Initiatives. The report recommends that a Youth Affairs Bureau be established under a Minister for Youth Affairs and with an executive arm headed by a Director with direct access to the Minister. The policy oversight of the Bureau should be handled by a widely representative Standing Committee. For co-ordination and the nomination of representatives to the Standing Committee, the Bureau should be empowered to regularly convene a panel of departmental heads; a panel of representatives from industry, labour and the media. The Inter-Departmental Committee would co-ordinate initiatives in the various State and Federal Departments concerned with youth affairs and services. These arrangements are fully discussed in Chapters 4-6. Chapter 7 looks in detail at the concept of community involvement. Chapter 8 examines the question of stimulating local and regional initiatives, drawing on some current examples of these. The final Chapter 9 raises other issues for action including International Youth Year and Evaluation of the Youth Bureau.

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VICTORIA, DEPARTMENT OF THE PREMIER AND CABINET. SOCIAL DEVELOPMENT DIVISION

85/AB: 21

Administrative Arrangements for the Co-ordination and Development of Youth Policy in Victoria. An implementation report. Melbourne, Victoria: Social Development Division, Department of Premier and Cabinet, May 1984 [10p.: mimeo]

The development of a Youth Policy has been under consideration in Victoria since 1982. In 1983, the Office of Youth Affairs in the Department of Youth, Sport and Recreation was up-graded to division status and a Task Force on Youth Affairs established to advise on co-ordination and implementation of policies on youth. Wide discussion and consultation resulted in the recognition that co-ordination of youth policy was inadequate, services were fragmented and more active involvement of young people was required. This paper goes on to outline the new structures to achieve co-ordination of youth programs across all Departments at the central level; integration of policy formulation and program development at the functional level; the development of youth services to ensure equity and efficiency. In addition, the need for non-government and local government involvement was accepted as was the desirability of relating youth policy to social policy generally.

The new structures outlined in the second half of the paper include a widely representative Youth Policy Development Council under a Minister and a Ministerial Adviser whose prime responsibility will be for youth. The role and functions of the Council are listed. The Office of Youth Affairs becomes the Bureau of Youth Affairs and will, among other responsibilities, act as Secretariat to the Council and to an Inter-departmental Committee responsible for co-ordination and implementation and for advice to the Council.

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KIRBY, Michael 85/AB: 22

Fumbling with the Key. In Education News, Vol. 18, No. 11, August 1984 [p.24-28]

Following the patterns inherited from its British antecedents, Australian education seems positively to discourage retention in education beyond the years of schooling. Australia's 7.3 per cent of people aged 19-24 in full-time education compares very unfavourably with rates in most other countries - except those who, like New Zealand and Ireland, inherited the same English model. This educational colonialism sees university education as being the well rewarded province of a small elite rather than, as the Murray Committee in 1957 affirmed, a national necessity for all who could benefit from it. We are still an under-educated country that bundles our young people out of education into the workforce too soon.

Furthermore, as the OECD points out, our research and development pattern is 'unique' among developed nations, but not in a way we can be proud of, since our expenditure (1.04 per cent of Gross Domestic Product) is the second lowest among comparable countries. The record of the Australian private sector in encouraging and undertaking research is especially pathetic.

The need to encourage greater participation in education, particularly for disadvantaged groups, has been recognised by the Federal Government in its statements and policies. It is clear that extending education participation requires not only funding but also considerable restructuring both in schooling and in higher education, if adequate provisions are to be made and incentives given for those who have been disadvantaged and discouraged.

It is one thing to identify a problem and to open it up to public discussion; it is quite another to pay adequately to resolve it. The article goes on to outline the financial disadvantage and hardships of young people who have to subsist on education allowances. The inadequacy and anomalies of our current system of allowances/income support for young people is also well known to government and has been the subject of considerable departmental investigation, but government statements continue ominously to emphasise that 'funds are limited'. Somebody must do the sums on opportunity costs for Australia and assess what we are losing by failing to prepare our young people, as other countries such as Japan, Korea and Singapore are doing, for the world of science and technology.

Part of the answer to improving the quality of public schooling is to arrest the socially expensive shift towards fully-funded private education. To make sure that the children of the poor get a better deal in under-educated Australia, we will need to consider the structures of education, but also to shift funds to the schools, normally public schools, which cater for these children, and to provide allowances which will permit them to remain in education. If we want to maintain our place in the world, the key to that ambition is to be found in the school-room, the college and the university.

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HARGINSON, Simon * 85/AB: 23

The Schools Guidelines: Hawke in Fraser's Clothing. In The Australian TAFE Teacher, November 1984 [p.24-27]

This article offers a strongly worded criticism of the recent education policies of the Hawke Government and an analysis of the implications of the Schools Funding Guidelines and the Quality of Education Review. Describing the Federal Government's Guidelines for Schools Funding (released on 14 August, 1984) as a spectacular, conservative coup, the article asserts that the Guidelines: silenced the militant minority opposition of private schools supporters by giving them what they wanted, accommodated industrial leaders by promising that education would be brought into line with their needs, answered the fiscal rationalists that there would not be an excessive expansion of education funding, encouraged the 'back to basics' lobby and declared an intention to reduce teacher union influence over education policy.

The longer-term importance of an emerging distinctive education policy direction is emphasised, the author taking the view that 'despite the retention of some egalitarian rhetoric, the overall thrust of the new approach is technocratic and elitist'. He supports this argument by referring to the economic determinist view of education in the Prime Minister's speech at the opening of the Participation and Equity Program Conference in September 1984. Similarly, in the tertiary education sector, the Commonwealth Tertiary Education Commission Guidelines of 5 July 1984 stress that enrolment growth will be 'concentrated to the maximum extent possible, in science, technology and management based courses ... that are of greatest relevance to economic development and needs arising from structural change and the development of new technologies'. The Quality of Education Review, chaired by Professor Peter Karmel, is criticised on the basis that the committee members are economists and administrators far removed from the actual educational process, and may therefore tend to view quality in education in terms of production level per unit of financial cost, rather than on more intangible considerations. The implications for educational institutions are that they will be expected to increase enrolments and offer more relevant and labour-market-oriented education without receiving large increases in funds. The article questions the assumption that changes in curricula will somehow provide students with a better chance of getting jobs when in fact there are no immediate prospects of having enough jobs to go around.

The concluding section of the article considers the issue of equality of outcomes in which the increased support for private schools (which traditionally offer the best chance of achieving university entrance) contradicts the goal of achieving equal outcomes at the end of secondary schooling. There is apparent conflict between the concern with providing practical, basic skills which will meet labour market demands and the commitment to expand the existing private school system and so encourage this route to tertiary entrance.

* *Australian Teachers' Federation.*

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SMITH, Julie P. 85/AB: 24

Education Participation and Financial Incentives. Office of Youth Affairs Working Paper. Canberra: Department of Education and Youth Affairs, 1984(?) [66p.]

High levels of youth unemployment have evoked concern about low school retention rates and focused attention on the factors influencing a teenager's decision on whether or not to leave school and join the labour force. There is, however, little knowledge available about how far financial factors contribute to youth unemployment and to low education retention and participation beyond compulsory schooling. Such research as has been undertaken has been compartmentalised, with little overlap between the research of economists and non-economists. It provides little information to indicate what effect changes in youth income support might have on education participation. This paper outlines the main social-psychological and economic studies on financial factors in the participation of young people in education; it adopts an economic framework within which the findings of both kinds of research can be incorporated and which may provide communication between the disciplines.

Section 2 outlines the framework. An economic framework can be based on either 'consumer demand' theory or 'human capital' theory. In the first of these, the student's decision to 'consume' education is influenced by the **price** of tertiary education, the level of disposable **income** and **tastes and preferences** in education. Human capital theory introduces a further complication in the weight given by students to earning power in the longer term. Demand for education changes according to changes in price determined by income and is influenced by the 'tastes and preferences' of individuals. Social-psychologists in most cases take 'price' and 'income' as given or determined by parental socio-economic status or eligibility for TEAS (Tertiary Education Allowance Scheme) or SAS (Secondary Allowance Scheme). They focus on 'given' individual and social tastes and explain how differences in such background factors determine the responses by individuals or social groups in the same price or costs of education. The two perspectives together are needed to provide understanding.

The first part of Section 3 outlines chronologically the findings of major Australian psychological-sociological studies of the determinants of education participation, discusses the methodologies and describes the implications for economic researchers. The section goes on then to review recent Australian economic studies in the area.

Section 4, summing up the conclusions to be drawn from the research review, suggests that both types of research indicate that differences in participation behaviour can be at last partly explained by differences across the population at a given time in financial or economic factors such as income foregone, parental income or state of the local labour market. The research also indicates that certain 'marginal' groups of students are especially likely to be susceptible to economic factors and to be 'tipped out' of education. The paper goes on to sum up some identified weaknesses of economic research as it stands which make it dubious as a basis for specific policy-making; and to urge closer relationships between the different types of research.

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POWLES, M. 85/AB: 25#

Financial Arrangements between Young People and their Parents

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INSTITUTION Centre for the Study of Higher Education, University of Melbourne

FUNDING Office of Youth Affairs, Commonwealth Department of Education and Youth Affairs (DEYA)

TIME August 1984 - June 1985

PLACE Victoria initially; then national

Little is known about the financial needs and circumstances of students and their families, especially in lower SES groups, although issues relating to the financial dependence of young people underlie any discussion on youth income support. The purpose of this project is to contribute a range of qualitative and quantitative data to policy debates about rationalising education, training and welfare allowances to young people.

The major target group for the project will be TAFE students under the age of 21 years. The sample size is not yet determined. The study will be in three phases:

Phase 1: Literature review; interviews with student services personnel; group interviews with students in a cross-section of Victorian Colleges; individual interviews. Exploration of issues raised and development of in-depth interview scheduled for Phase 3.

Phase 2: Further analysis of data from TAFE sector gathered by the Commonwealth Department of Education and Youth Affairs 1984 Survey of Student Finances.

Phase 3: Intensive interviews with young people in selected institutions to investigate:

- the nature and extent of parental support for young people living at home or away from home
- variables affecting extent of parental support (e.g. age, sex, part-time earnings of young people, etc.)
- differences in financial arrangements between young people and parents in different socio-economic groups
- reasons for and attitudes of students and parents to part-time work
- factors affecting willingness of parents to support young people during their education
- financial factors which may influence decisions to leave school, attend TAFE courses full-time or part-time, or drop out of courses
- relative importance of financial and other factors in the day-to-day lives of TAFE students.

DOCUMENTATION

The final report will be presented to the Office of Youth Affairs, DEYA, in June 1985.

VICTORIA. STATE BOARD OF EDUCATION (Chairman: K.A. McKinnon) 85/AB: 26

Challenge and Response. First Annual Report. Melbourne, Victoria: State Board of Education, September 1984 [45p.]

This report covers the period since the inception of the State Board as an interim body in November 1982 through its formal establishment in September 1983 to June 1984. The first chapter reviews the social, industrial and technological changes of recent times which have produced changing patterns fo living, high levels of unemployment and an uncertainty about the future which affects not just the young but, increasingly older age groups. These changes raise fundamental questions about the nature and processes of the society. They also subject the schools to a variety of often conflicting pressures focusing on the role, function and practices of the schools. This is the social and educational context within which the State Board of Education was established to provide for a continuous review of policies in the course of which it would explore and chart educational paths responsive to the social context and directed to realising the ideals set out by government (see, for example, 84 AB:56,190,221). Further, the role of the Board is to seek to reconcile all the pressures so as to realise the highest possible quality education for all students in the system. Implementation of policy and day-to-day administration are not the responsibility of the Board.

In Chapter 2, the report discusses a number of key challenges to which education has to respond: curricula, quality and standards, new relationships; the organisational framework, education and technology resources. The development of curricula for schools is not simply a matter of selection for appropriate content in subjects; behind the development of a curriculum lies the response of the school to a range of social issues: the uncertainties of the future; the pursuit of equal access to the benefits of education for all young people; the need to take account of the multicultural nature of the society. At the same time, the issue of quality and standards in schooling is one of continuing controversy which often ignores the complexities of the issue. Government has chosen to meet this issue with policies which affirm the right of access and success for students but also the responsibility to work in a sustained way and to achieve their best. There are many different standards of excellence. In implementing this approach, the government relies on the collaboration of parents and community who are now systematically involved in educational decision-making through school councils, the Board itself and other sections of the system. The Chapter goes on to discuss the new relationships between teachers, parents and bureaucracy, the organisational framework based on the neighbourhood school, the challenge of technology and the effective use of resources.

The final Chapter 3 of the report reviews the functions and organisation of the Board itself and outlines the work programs which have been devised to meet the challenges of the issues discussed in the preceding chapter. Four appendices provide background information.

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COONEY, E., K.J. ELTIS and B.C. LOW 85/AB: 27#

Transition from Primary to Secondary School

INSTITUTION School of Behavioural Sciences (Cooney) and School of Education, Macquarie University, NSW

FUNDING Macquarie University Research Grant; external funding being sought

TIME February 1984 - December 1987 (if external funding becomes available)

PLACE Western Region of Sydney

The aim of this longitudinal study is to explore the relationships between a number of student and school climate variables, affecting children in Years 6-9 as they progress from primary school to near the end of compulsory schooling. The study will focus on about 600 children in schools in Western Sydney, together with a sample of parents and the teachers in six schools involved. The sample of children and parents was tested in Year 6 in June and November 1984. It is intended to follow these students into secondary school and test by questionnaire and interview in Years 7, 8 and 9. Data on attitudes, achievement, locus of control and school climate will be collected from the sample. Data for 1984 are now being processed.

DOCUMENTATION

Interim reports will be prepared during 1985 and a final report will be produced at the end of the project.

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NSW. EDUCATION COMMISSION OF NSW 85/AB: 28

Research in Multicultural Education: An Overview. Sydney, NSW: Education Commission of NSW, 1984 [144p.]

This report is the outcome of a survey undertaken to collect and arrange information on current and recent research in multi-cultural education, and to develop a clearer picture of gaps in research and priorities for the future. The introduction to the report outlines the reasons for the survey and lists a number of areas for further research. Further sections discuss the arrangement of the bibliography and list surveys, organisations and institutions which provided information.

The items in the main body of the bibliography are arranged in five categories: multi-cultural education (general material including overviews, bibliographies and directories); multiculturism and teaching (covering the teacher, courses and assessments); language (general studies, community languages, bilingual education, English as a second language for children and adults); ethnic communities, families and education (community participation, ethnic schooling, community studies relevant to education); research focusing on specific groups of students from non-English-speaking backgrounds (school students, students in transition, tertiary students, women and girls, refugees). In each section the material is listed alphabetically with a brief recommendation. At the end of each section, there is a brief overview of the main findings of research studies and a listing of priority areas for research. Subject and author indexes complete the bibliography.

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VICTORIA. STATE BOARD OF EDUCATION AND MINISTERIAL ADVISORY COMMITTEE ON MULTICULTURAL AND MIGRANT EDUCATION 85/AB: 29

The Place of Community Languages in Victorian Schools. A Discussion Paper. Melbourne, Victoria: State Board of Education, October 1984 [26p.]

It is the policy of the present Victorian Government to encourage and extend the teaching of community languages in primary schools. This paper argues that there are important cognitive, social and cultural benefits for all children if they learn a second language or maintain a home language other than English; furthermore, that there are similarly sound reasons for teaching languages used in the community - that is, community languages - alongside other languages such as regional or world languages.

Section 1 of the paper deals with the importance of language education in a multicultural society, indicating the multilingual nature of Victorian schools and government policies and arguing the cognitive and linguistic benefits of learning a second language for children from both English-speaking and non-English-speaking backgrounds. Section 2 describes the current provisions for language teaching in Victorian pre-

schools, primary and post-primary schools. The review indicates that language learning opportunities in schools have been haphazard, offering little possibility for continued study, though recent developments in pre-schools and primary schools have improved the situation. Real and sustained expansion of community language programs, however, is constrained by many difficulties which are discussed in Section 4 in terms of the diversity of student needs; shortage of teachers in schools; inadequate training of teachers; the lack of Australian-oriented materials and curricula; structural and administrative barriers. The final section 4 sets out a strategy to develop adequate provisions for the teaching of community languages in schools and lists a number of recommendations to this end.

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ELTIS, K.J.* and G.H. COONEY** 85/AB: 30

Project Languages: Languages Other than English in the Senior Secondary Curriculum. Sydney, NSW: Macquarie University, November 1985 [275p.]

As a result of a mounting concern about the adequacy of language provision and teaching in the senior secondary level in NSW, a two-year study was set up in 1981 to examine the provision of language teaching; to ascertain the views of teachers, students, parents and others on the place of languages in the curriculum; to make recommendations on the provision of languages, curricula and practices in grading and assessment. This comprehensive and detailed report describes the study and its findings.

Chapter II outlines the methodology of the study, providing information on the questionnaires and the respondents: principals, language teachers, students, parents, 'experts' (including school inspectors, tertiary teachers and language consultants). Chapters III and IV examine in some detail the views of different groups on reasons for studying a language and reasons for the decline in language study. Data on syllabuses, classroom practices and the extent of language teaching in schools are presented and discussed in Chapters V and VI. Chapters VII and VIII cover examination practices and issues. The final Chapter IX summarises the report and its conclusions and makes recommendations on ways of resolving some of the problems presently facing language teachers and their students.

In the course of its investigation, the study found it necessary to move beyond the original aims so as to consider languages in the total school curriculum. Thus, a principal recommendation of the report is that it should be compulsory for students entering high school to undertake at least one full year of language study, concentrating in the first instance

* *Teacher Education, Macquarie University*

** *Behavioural Sciences, Macquarie University*

on a single language rather than a 'smorgasbord' of introductions to different languages. Other recommendations in the report are concerned with types and content of courses, teaching and assessment. The report concludes with the comment that it is insufficient to pay lip service only to the importance of language learning and its significance in a multicultural Australian society.

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AUSTRALIA. DEPARTMENT OF IMMIGRATION AND ETHNIC AFFAIRS 85/AB: 31

English Language Learning Needs of Migrants in Parramatta. Studies in Adult Migrant Education. Canberra: AGPS, 1984 [118p.]

This study was undertaken to discover the English language needs of adult migrants in the Parramatta area of Sydney. Given the diverse backgrounds of migrants in the area, the researchers found themselves involved in a range of complex questions and issues. The research, described in Chapters 3-5, produced evidence that a substantial proportion of people in the sample were subject to a range of restrictions through their inability to communicate effectively in English. Since language is not only the key to communication but also the master key which unlocks a much larger range of experience and opportunity for satisfaction, many people with inadequate English lived within a restricted environment. Chapters 7 and 8 consider the implications for policy and make specific recommendations.

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NSW. EDUCATION COMMISSION OF NEW SOUTH WALES 85/AB: 32

Listening and Responding. A Review of Education in Rural New South Wales. Summary and Recommendations. Sydney, NSW: Education Commission of NSW, 1984 [13p.]

An Abstract of the complete report was published in the Abstracts of November 1984 (84/AB:250).

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HUGHES, Paul*

85/AB: 33

Towards a New Pedagogy. In Education News, Vol. 18, No. 16, August 1984 [p.46-48]

This article asserts the right of Aborigines to an education which recognises their cultural heritage and identity, which builds on the inherent strengths of their culture and which offers them also opportunity for academic success. Even up to the present day, Australian educational systems have not successfully shaken off the approaches of early colonial days which set out to impose on Aborigines the alien values and learning modes of white settlers, and schools have been factories for failure for thousands of Aboriginal children. The theories and methodologies of education are designed by and for middle-class Australians of Anglo-Saxon extraction; they are inappropriate for Aborigines.

An appropriate pedagogy for Aborigines must be rooted in Aboriginal society and culture which, despite the variations, have some basic common patterns. The article outlines a society drawing livelihood and spiritual strength from the land, valuing social and family relationships and accepting social responsibility for all members. In Aboriginal society, based as it is on co-operation, children grow up among adults; learn by doing, observation, imitation and repetition; and take responsibilities gradually. The very different concepts, ways of learning and particular strengths of Aboriginal society are rarely recognised in Australian education generally which still assumes a deficit to be remedied rather than strengths to be built on.

The article discusses some of the differences in concepts and language as these affect, for example, numeracy and literacy. It argues the need for teachers to develop a close rapport with their students and to use teaching programs which emphasise real life situations, in which children and adults learn by doing and which use Aboriginal strengths in qualities such as visual memory. Achievement of appropriate education for Aborigines will only come if Aborigines themselves, directly and through the National Aboriginal Education Council have responsibility to determine their own education needs, priorities and programs.

* *Chairman, National Aboriginal Education Council.*

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HUGGONSON, David* 85/AB: 34

Why the New South Wales Education System is Failing Aboriginal Children. In Independent Education (published by the NSW Independent Teachers Association), Vol. 14, No. 3, September 1984 [p.11-15]

The misconception that traditional Aboriginal society had no organised education system, allied with a profit motive, justified for early European settlers the view of Aborigines as primitive and even sub-human and the wholesale destruction of their society. The European failure to recognise and respect Aboriginal culture has had long-lasting consequences for Australian attitudes to and provisions for educating Aboriginal children. This article traces the effects of these attitudes from the mid-nineteenth century to the present day, when Aboriginal children, though now guaranteed legal right of access to schools, have the greatest difficulty in achieving success in the white-dominated education system. In 1981, only 14 Aboriginal children in NSW passed the Higher School Certificate with more than 50 per cent of the marks and only 2 per cent reached Year 12. Aboriginal children are disproportionately over-represented in slow learner and remedial classes.

The article identifies a number of reasons for the failure of Aboriginal children in Australian education systems. The **'blame the victim'** approach sees Aborigines as 'deprived' and in need of 'compensatory' education; it attempts to fit the child to the mould of the system. **Systemic bias** sends out each year to remote country areas where most Aborigines get their schooling young, untried teachers from mainly middle-class backgrounds. The culture shock for most is horrific and well documented. **The culturally based curricula** of Australian schooling ignores Aboriginal culture and languages and contributes substantially to Aboriginal educational failure and to the erosion of self-esteem among not only the children but the whole Aboriginal community. Of particular concern also are the derogatory references and stereotyping to be found in Australian literature and textbooks.

Fundamental to the development of more appropriate education for Aborigines is the training of Aboriginal teachers. To produce the numbers of these which are required will involve accepting some schemes for alternative teacher training, and the article outlines some innovative proposals for these as well as other action which would provide greater Aboriginal input into schooling.

* *Area Officer for the Aboriginal Development Commission in northern NSW.*

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AUSTRALIA. DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS. OFFICE OF YOUTH AFFAIRS 85/AB: 35

Children and Young People in Institutional Care. Report based on the submission to the Senate Standing Committee on Social Welfare 'Children and Youth Under Institutional Care'. Canberra: Office of Youth Affairs, Department of Education and Youth Affairs, June 1984 [61p.]

This discussion paper is based on a submission to the Senate Inquiry (above) examining the provisions for child care; the effects such care has on young people; the trends and directions and roles and responsibilities in the provision of care. The paper distinguishes two types of child care - protective and corrective - and describes the kinds of circumstances leading to placements in each. It points to a decline in the use of protective care in Australia in recent years and highlights the fact that the majority of the young people between 15 and 24 years are in corrective institutions. Thirty per cent of all prisoners in all Australian States and Territories were between 20 and 24 years of age.

The report finds a lack of uniformity in the approaches of the various States and a confusion of the protective and corrective roles. There is a strong association between poverty, family break-up and committal to care. Section 3 discusses in detail the circumstances behind and reasons for placement of young people in care. Section 4 notes the current trends towards de-institutionalising care facilities and reports the views of some young people surveyed. On the whole, young people prefer smaller to larger institutions; they feel discriminated against by teacher and school attitudes to them; they have little opportunity to control their own lives or influence community attitudes. The paper goes on to discuss some alternatives to institutionalisation of young people: community-based programs; attention to the causes underlying admission to institutions (housing, income, employment); examination of the area of 'status' offences (involving behaviour considered 'uncontrollable').

Section 6 takes up the point that young people in care tend to come from deprived backgrounds and discusses their placement in various types of care in the States. Legal status and rights of young people and the costs of child care are dealt with in Sections 7 and 8. Section 9 points out that little is known about the effects of care on young people, but what information there is suggests that they have difficulty forming relationships; are unprepared in education and training to take up independent living and working; feel alienated from society; have been discouraged by school attitudes and experiences from continuing their education; enter a cycle of deprivation which is difficult to break out of. The particular plight of Aboriginal children who, more than any other group, have suffered under insensitive and large scale committal policies, is covered in Section 10. The final section of the paper makes eight recommendations based on the conclusions drawn throughout the discussion.

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POULOS, Eric 85/AB: 36

It's All Right for You, But ... A discussion paper on adolescent alternate care. North Parramatta, NSW: NSW Association of Child Caring Agencies (PO Box 2244, North Parramatta, 2151), January 1983 [86p. + appendices: $3.00]

The proportion of adolescents referred to care agencies and institutions and to wardship has been increasing, with a consequent demand on existing programs to make long-term placements. The situation has been exacerbated by youth unemployment and the problem of 'homeless youth'. This report outlines the general state of services to adolescents 'at risk of' or in alternate care and examines the capacity of the Association of Child Caring Agencies (ACCA) to encourage its members to meet the increasing needs.

Part 1 of the report discussing the changing nature of 'need', identifies the principles of working with adolescents, and outlines the methodology of the research. It considers the use of its resources by ACCA and the differing philosophies on which agencies base their approaches to child care. The report stresses the ad hoc nature of existing programs and the need for a youth policy in which a range of accommodation, alternate care and preventative services should be developed.

Part 2 discusses the adolescent in society and in the family and considers questions of youth employment, unemployment and homelessness. It outlines existing services to youth and reports on the views and needs of young people. The final section presents options and recommendations.

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BENNETT, David L[illegible] 85/AB: 37

Adolescent Health in Australia. An overview of needs and approaches to care. A health education and promotion monograph published by the Australian Medical Association. Distributed by the Medical Journal of Australia. Glebe, NSW: AMA, June 1984 [56p.]

This monograph, commissioned as a contribution to International Youth Year in 1985, sets out to identify and explain the health needs of adolescents within the context of existing services and future directions. It points out that adolescents are an important group in the community in terms of absolute numbers (which are increasing); the financial investment of the community in education and training; their potential for commercial exploitation; their behaviour as adults in the future society. Despite this importance, the society has not yet learned to provide appropriate structures of care for young people during the period of transition from child to adult. Community misconceptions of adolescence are of two kinds: that adolescence is a healthy time of life and things will work out somehow; or that adolescents are 'awful' and 'dangerous' - a stereotype of youth which can be traced back to at least eight centuries B.C. There is a lack of awareness in the community and among adolescents themselves about what is 'normal'. Though most young people cope fairly well, there are particular needs and problems which require attention. The incidence of accidents, drug and alcohol abuse, sexually transmitted diseases, psychological problems and suicide have increased alarmingly among young people and adolescent pregnancy remains unacceptably high. Adequate health care for adolescents requires a comprehensive approach by all health and medical practitioners, not simply by specialists.

The main body of the monograph provides statistical and other factual information on a range of aspects and issues of adolescence. It points out that adolescents will continue to be a substantial, though lower proportion of, the population to the year 2000, and goes on to outline the various phases of adolescence. Among the causes of death of teenagers, accidents (mainly motor vehicle) rank highest by far especially for males; then malignant diseases, suicide and self-inflicted injury. Problems of adolescent health can be best categorised in four major overlapping areas of concern: biological/medical issues arising from physical and sexual development; risk-taking behaviour seen in high risk activities and drug/alcohol abuse; sexually related problems such as pregnancy and disease; psychiatric and emotional problems arising from stress and low self-esteem and leading to a range of psychiatric disorders and increasing rates of suicide. These areas are each discussed in detail.

There follows an outline of existing health services for adolescents, their inadequacies and obstacles to improvement, together with a discussion of the kinds of approaches needed in health care; in education, training and health promotion; in research. In conclusion, the monograph affirms that the primary objective of Australian governments should be to provide a comprehensive, integrated health service for all adolescents by the year 1990.

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IRWIN, J. (organiser) 85/AB: 38

Abbreviated Proceedings of the Adolescent Health Seminar 30 March - 1 April 1984. Brisbane, Queensland: Student Health Service, University of Queensland, 1984 [collection of papers: mimeo]

This seminar was directed to increasing the awareness of health professionals and the community in general about the health needs of adolescents. The Keynote address by Professor Martin Wolfish (University of Toronto, Canada) outlines the processes of adolescence which encompass physical changes as well as intellectual, emotional and psycho-social growth.

Subsequent papers deal with The Body-Build and Physical Fitness of Young People in Brisbane; Health and Disease among Aboriginal Adolescents in Queensland; Sexuality and Pregnancy in the Adolescent; Attitudes and Problems in Contraception; the Disadvantaged Adolescent and Behaviour Problems; Adolescents with Chronic Illness and Physical Disabilities; Adolescents and General Practice: the Legal Position; the Adolescent and the Family.

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SIEDLECKY, Stefania 85/AB: 39

Trends in Teenage Pregnancy in Australia, 1979-1981. In The Australian and New Zealand Journal of Obstetrics and Gynaecology, Vol. 23, No. 3, August 1983 [p.129-135]. Reprinted in Australian Association for Adolescent Health Newsletter, No. 19, June 1984.

This article covers much the same ground as the article by the same author in Education News (85/AB: 40), but provides more detailed statistical information on demographic trends: trends in teenage birth-rates; trends in pregnancy and its outcome among teenagers; confinements following ex-nuptial conception; outcomes of ex-nuptial conceptions in teenagers; risks of pregnancy in young teenagers; abortion among teenagers under age 15; sexual experience and contraception among teenagers.

The article identifies four social factors as contributing to the trends; marriage as a declining option; unemployment and poor career prospects particularly among early school leavers; restrictions on government funds for Family Planning Programs; aggressive campaigns by anti-abortion groups. In the concluding discussion, the article emphasises the need for more research and better information programs. Research is needed to establish what is an adequate sex education program; to find ways of reducing sexual dysfunction; improving parenting and relationship skills; delaying the initiation of sexual activity; promoting better contraceptive use; reducing unwanted pregnancies and abortion.

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SIEDLECKY, Stefania* 85/AB: 40

Defusing a New Teenage Baby Boom. In Education News, Vol. 18, No. 12, October 1984 [p.20-23]

In the last decade, there has been an increasing concern, particularly among Family Planning Associations, to meet the needs of teenagers and young unmarrieds for information and counselling on pregnancy and family planning. In some areas, this has been accompanied by controversy and predictions of high teenage pregnancy, despite the fact that since 1971 teenage birthrates have declined by 50 per cent - a more rapid decline than for any other age group under 40 years. Since 1979, the decline has tended to flatten out rather than continue, but the overall decline reflects the increased availability of contraception and abortion.

Teenage pregnancy rates are still unacceptably high and the reason for the flattening out of the decline needs to be probed. To assess pregnancy rates, it is necessary to consider not only birth rates but abortion rates as well. The article goes on to analyse birth and abortion rates, using South Australian data as indicative. It points out that teenage abortion rates have increased, but total pregnancies have declined. Although total numbers and rates have declined, 85 per cent of all teenage conceptions and 59 per cent of all teenage births occur outside marriage. Teenage pregnancy is thus more visible - no longer hidden by illegal abortion, by marriage or by adoption.

The disadvantages of teenage pregnancy are both social and medical, involving interruptions to education and career prospects; the social and financial hardships of single parent families; psychological stress, guilt and grief; high levels of marital breakdown where enforced marriages result. The health risks include the likelihood of repeated abortions and a variety of disabling diseases for the mother and high rates of perinatal death for the babies.

Discussing some of the social factors which may have contributed to the flattening out of the decline in pregnancy rates, the article notes the possibility of two opposing trends among teenagers: a decline in pregnancy among some groups (the more affluent and highly educated) and a rise among the unemployed or the socially disadvantaged.

Government funding for family planning education and information has not kept pace with inflation, though under Medicare clinic services are now free of charge and being increasingly used. One of the elements in the issue is the opposition of anti-abortion groups who also tend to oppose sex education and the availability of contraception for teenagers. Sex education, particularly appropriate information on contraception, either at home or at school is not reaching all pupils, and early school leavers especially may miss out. Teenagers are still a disadvantaged group and more efforts are needed to further reduce the incidence of unplanned pregnancy and abortion. To achieve further decline will not be easy and may require new approaches.

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AUSTRALIA. YOUTH AFFAIRS COUNCIL OF AUSTRALIA (YACA) 85/AB: 41

Training Discussion Paper. Draft 3. St Kilda South, Victoria: YACA, September 1984 [31p.]

Now that the concept of youth affairs has become so much wider than its earlier focus on recreation and leisure needs, the problems of ensuring adequate training for youth workers have become correspondingly more complex. The development of a comprehensive training policy will require a substantial commitment of time, energy and resources and, as an essential first step, the creation of extensive consultations at all levels and in all sectors. This paper has been produced as a resource document for such consultations.

The paper identifies the major aims as being the recognition of youth worker training as integral to provisions in youth affairs, and the establishment of structures to promote and monitor training which will represent a balance of interests and an equitable distribution of resources across all levels and sectors. The paper lists the objectives, the strategies and the action already taken towards the aims. Section 3 of the paper identifies the principles on which YACA's proposals are based including training that will lead to the empowerment of young people; a comprehensive training policy; opportunities for personal, professional and organisational development; a balance of sectoral interests and the direct representation of young people in the structures of training; in-built evaluation.

Section 4 outlines the results of a number of limited studies identifying training needs and urges the need for answers to a range of further questions. An overview of existing training programs in Section 5 divides them into four categories of direct and indirect training and qualifying and non-qualifying courses. The framework shows a wide range of courses on which future expansion could be based. In Section 6, the paper focuses on those groups with the fewest opportunities and suggests a framework for clearer understanding of the needs of young people, workers with youth and youth organisations. The consultations which are an integral part of training are now under way in all States/Territories Youth Affairs Councils and forums (see 85/AB: 9). There is now real opportunity for the creation of the kinds of structures which will facilitate progress on training policy and provisions.

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AUSTRALIA. COMMONWEALTH DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS. OFFICE OF YOUTH AFFAIRS 85/AB: 42

Youth Sector Training. A Consultation Document. Canberra: DEYA, September 1984 [31p.]

There is widespread recognition of the insdequacy of the provision and co-ordination of youth worker training, particularly in pre-service and in-service training. Lack of access to courses and co-ordination in training has resulted in high staff turnover, burn-out, and sometimes sub-standard youth services. Following a widely representative National Workshop on Youth Sector Training sponsored by the Office of Youth Affairs in June 1984, this document has been prepared to summarise the issues discussed and to provide a resource for the wide consultations which will now go forward. The Workshop highlighted the need for an infrastructure at the State or national level which could ensure that the issues are constantly addressed, energies co-ordinated and information exchanged. The Workshop Steering Committee was retained and charged with the responsibility of stimulating and overseeing consultations and action.

Sections 2-4 of the paper record the main issues identified at the Workshop, beginning with basic concepts of appropriate training and covering also methods and types and relationships and structures. Section 5 lists the proposals for future action towards co-ordination and consultation. Sections 6-7 comprise questions formulated as an aid to discussion, and Section 8 provides an annotated bibliography of reports and articles useful as resource material.

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TASMANIA. DEPARTMENT OF LABOUR AND INDUSTRY. YOUTH EMPLOYMENT SECTION in conjunction with YOUTH AFFAIRS COUNCIL OF TASMANIA (ed.) 85/AB: 43

Working with Youth in Tasmania. A collection of articles by workers with youth in Tasmania. Hobart, Tasmania: Department of Labour and Industry, 1984 [39p.]

The purpose of this collection of papers is to stimulate interchange of ideas and information not only among those who work with young people but also between youth workers, administrators and policy-makers. The Introduction by Robert Johnson points out that the contributors to the publication are all workers with youth in the non-government sector and all have some affiliation with the Youth Affairs Council of Tasmania. He points out that, however the issues affecting young people may differ, they are basically inter-related. Common to all of them, also, is the increasing need and demand of young people to assume control over their own affairs; to be regarded as responsible beings and not merely as passive recipients of action and services. This aspect of youth issues is likely to pose challenges to youth workers and those who make and administer policy. The articles sound a warning about the folly of ignoring the views of young people, of failing to consult them and to provide opportunities for genuine participation in decision-making.

The ten papers in the collection cover the role of structured youth organisations (David Reeve); shelters as a response to youth homelessness (Jill Horton); outreach work (Trula Johnson); issues in working with young women: on the streets (Subi Mead), at the CYSS Centre (Rima Truchanas), in a young women's refuge (Laurel Draffin); responding to youth unemployment: a macro perspective (Garry Wagstaff), the young person's experience (Andrew Kelly); youth consultation and policy-making (Allan Witt); the role and structure of a Youth Affairs Council (Sue Fitzpatrick).

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SMITH, Ray W. (ed.) 85/AB: 44

Network. Anthology 1983: Working with Youth. Wembley, W.A.: Department of Youth, Sport and Recreation, 1983 [44p.]

The ten papers in this collection are written by persons working with young people in Western Australia. Each presents a different topic and perspective, as the table of contents indicates:

SZIROM, Tricia and Jenny CAMERON
Youth Work Means Girls Too

BROWN, Chris
Young People and Social Change in Rural Western Australia

FORREST, Peter
Vocational Education and Training Futures and the Western Australian Economy

PROUT, Peter
Youth Workers at the Front Line

TRANTER, Allan
Youth in Pilbara Boom Mining Towns

O'SULLIVAN, Mark
The Jocist Movements

CROSS, Robyn
Designing a Community Youth Service

CREED, Helen
Youth Accommodation in Victoria Park

SINCLAIR, Kingsley
The New CYSS-Ergotherapy

WATKINS, Glenn
Man Traps: Recognising the Nature of our Changing Environment.

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SECTION 85/C

PROGRAMS

Reports, Reviews, Evaluations

85/C: 1 - 32

AUSTRALIA. DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS (DEYA) 85/C: 1

National Conference on the Participation and Equity Program. Conference Statement, Canberra: DEYA, September 1984 [35p.]

The National PEP Conference (September 1984) decided that reports of certain of its working parties and statements drafted by interest groups represented at the Conference should be collated and brought to the attention of appropriate authorities. The resulting document, the Conference Statement, has been distributed to interested parties including Federal and State Ministers, education authorities, tertiary institutions, parent and youth organisations, teacher unions and all conference participants.

The reports of the self-selected interest groups were concentrated under three headings: recommendations for policy in the area of concern, suggestions for implementation and what could be done at a system level to encourage the suggested developments. The groups represented the following areas of concern: Youth Policy; Equity, Participation and Quality; General and vocational education and the labour market; Whole institution change and Curriculum change; the School/TAFE interface; Evaluation, Monitoring and Recording; Assessment, credentialling and access; Targetting; Special needs groups (Aborigines, disabled, non-English speaking migrants and rurally isolated); Affirmative Action and gender issues; PEP and primary school; Participation in decision-making; Community participation and programs.

The refinement of the specific concerns of these varied interest groups was a useful outcome of the conference. A common element in each report is the need for the participation of and negotiation with representatives of special interest areas in the consultation process and implementation of PEP. Another element which comes across clearly in the Conference Statement is the need for a media campaign to ensure that students, parents and the wider community are made aware of the purposes, strategies and achievements of PEP.

An appendix to the Conference Statement contains a summary of Issues and Tasks raised in pre-conference Consultation with the States and Territories.

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O'BRIEN, John 85/C: 2

National PEP Conference. In Education, Journal of the NSW Teachers Federation, Vol. 65, No. 21, November 19, 1984 [1p.]

This article is a report on the National Participation and Equity Conference held in Canberra on 2-5 September, 1984. Describing the Conference as the 'educational equivalent of the National Economic Summit' the author places the conference in a political context. Opening speeches by Bob Hawke and Susan Ryan emphasised that the PEP Program was the cornerstone of the Federal Government's education policy and the 'centre-piece' of the overall framework of the Government's youth policies. The article contrasts the 'hard' economic 'investments in human capital' concerns in the Prime Minister's speech with the 'soft' line of educational reform propounded in the Education Minister's speech.

These contradictions and tensions emerged again during the conference with a number of public and private indications that there is a 'savage battle for ownership of PEP' at the national level between the Department of Employment and Industrial Relations (DEIR), the Department of Education and Youth Affairs (DEYA) and the Commonwealth Schools Commission (CSC). Two sectors appeared to form: the DEIR representation with some support from TAFE participants and a much larger group who saw PEP as a mechanism for secondary education reform. The second group included those who supported the model of common 'democratic' curriculum promoted by Dean Ashenden, Jean Blackburn, Bill Hannan and Doug White and others who were more oriented towards the pluralist, differentiated curriculum model. Most of the speakers at the Conference were located within the 'educational reform' group rather than the labour market group. However, too little time was allocated to questions and discussion in plenary sessions, making it difficult to explore the issues raised.

The paper given by Alan Abrahart, Director of the Office of Youth Affairs (DEYA) is highlighted as a politically significant paper, arguing that a comprehensive approach to youth policies should be taken and their administration brought together under the one 'umbrella'. One TAFE participant, who had worked for the Manpower Services Commission in the U.K., warned that this could prepare the way for a monolithic take-over by the manpower/employment sector of all education and training for young people, significant in the context of the growth in recent labour market programs. Another important issue was raised early in the conference by Peter Tannock who discussed the potential cost implications of the program which, if real reform and increased retention were to occur, would be considerable. The marginal nature of the funding was raised repeatedly in subsequent discussion.

The article concludes on a positive note with the view that the labour market and educational reform approaches to PEP are not necessarily incompatible. In line with the OECD approach to educational restructuring in the 1980s, secondary courses could be restructured to give them a 'pre-vocational' flavour and complement school-TAFE link courses, PEP courses within TAFE and those training programs administered by government but largely conducted by employers themselves. The author's recommendations for teachers at the chalkface are: join the school PEP committees; make sure the proposals developed are not mechanisms for creating 'alternative' courses which leave the mainstream untouched; ensure that school courses provide 'really useful knowledge' and not pap for the masses.

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HANNAN, Bill 85/C: 3

Program for Total Reform. In The Australian Teacher, No. 10, November 1984 [p.2-3]

This article is based on a paper delivered at the National PEP Conference held in Canberra in September, 1984. Participation and equity are defined as questions of quality rather than numbers and hence a PEP program in schools is fundamentally one of school improvement. The aim is improving quality of education for all participants in schooling, giving special attention to those who now fail, or who now leave at or near the compulsory attendance age because they see no advantage in continued schooling. The point is made that participation rates are subject also to external influences such as income support arrangements and the job market and increased participation rates may be associated with a deterioration rather than an improvement in the quality of school life. The internal reform of schools is, however, a worthwhile objective. In the compulsory years it will concentrate on renovation of courses and changes to grouping and assessment policies while the focus of reform in the post-compulsory phase will be the certification process.

The complexity and inadequacy of end-of-school certificates is reflected in the numerous reviews of the certificate currently taking place throughout Australia. Difficulties inherent in the certification process include: the long lead and evaluation time for changes in certification; the lack of a link with TAFE and hence a continued academic/technical split, and the streaming of grades between the tertiary entrance or 'academic and useful' and the other 'relevant and useless' studies. The author contends that the need to change the secondary school certificate is a paramount task for PEP, which could contribute in a number of ways: by developing new courses in the compulsory years with a view to influencing post-compulsory courses; by presenting the issues of assessment and certification to the public; and by monitoring the progress of 'alternative' curricula towards the status of the main tertiary entrance-oriented certificate in the post-compulsory years.

On the question of alternative courses, the author concludes that despite the ideological arguments against alternative courses, the overall education structure will perpetuate the split between academic and alternative studies. It is suggested that PEP should take up the challenge of reforming alternative courses (using stiff criteria) and strive to make them **real** possibilities for future inclusion in mainstream curricula. The question of developing the mainstream leads into the notion of common or core curriculum, a concept which will have to be refined and sophisticated to absorb the best of the individualistic approaches while enacting the ideals of participation and equity. The article makes reference to two documents on common curriculum: the Curriculum Development Centre's Core Curriculum for Australian Schools and the Australian Teacher's 'Manifesto for a Democratic Curriculum', both suggesting a curriculum held together more by common principles than by common content.

The article concludes with a view of how change happens in schools, chiefly through the involvement of practitioners who have to be at the centre and in control of schemes for reform. PEP can provide help from the outside, in fact-finding, theorising, comparison and criticism.

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TICKELL, Gerry 85/C: 4

Quality for All. In The Australian Teacher, No. 10, November 1984 [p.3]

This commentary on the quality aspects of the Participation and Equity Program is based on a paper presented at the National PEP Conference held in Canberra in September 1984. The article begins with a premise that an important element of the government's emphasis on participation (as it appeared in the original Hayden Education Plan) was to get young people out of the dole queue. The economic motives for the program need not, however, work counter to the quality aspects of change in schools. The point is nevertheless worth noting that the links between participation and curriculum are not well established. An illustration of this can be seen in the radical differences between curricula in the USA and Japan (often characterised as extremes of progressivism and authority), two countries with very high retention rates.

It is important to resist the use of PEP as merely a holding operation to reduce the embarrassing length of the dole queue and rather to refine our definition of 'quality' education and determine what this means for our practice and then make use of PEP to make the necessary changes. There is a danger in the tendency of the Commonwealth Schools Commission Guidelines 1985-88 to treat as synonymous the terms 'standards' and 'quality'. For many people the term 'quality' and 'all' do not sit well together and they see attempts at educational reform as a lowering of standards. A useful way of thinking about quality is to consider whether or not the subjects, activities or experiences are **educative**. Activities should be **educative** in the sense that they extend students' horizons and broad understandings and develop their capacity for initiating their own learning. This contrasts with **instrumental** activities which are designed to achieve narrow and limited purposes. Quality for all requires that all get a good share of what is educative. It is also necessary to reassure those who are seen or who see themselves to be currently advantaged. In a paradox reminiscent of Paulo Freire's argument that in unjust societies the oppressors are themselves oppressed by their oppression, quality for all in education means improving the mainstream courses in the interests not only of the disadvantaged or excluded groups but also of those students who currently excel in them.

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NSW. DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION 85/C: 5

PEPStats. Monitoring Bulletin of PEP Courses. Published monthly from May 1984 [2-3 pages: mimeo]

The PEPStats Bulletin consists of statistical information on PEP programs in the NSW TAFE system and is compiled monthly by Liz Alexander of the PEP (Transition) Unit of the NSW Department of TAFE. The categories of information covered by the Bulletin include total enrolments; courses categorised by region and type; percentages of male and female students classified by region and by course type; participation of people from non-English-speaking backgrounds; comparative enrolments in metropolitan and country areas. The July 1984 issue concentrates on the Work Skills courses and its findings show that while females constituted 48 per cent of enrolments, the traditional sexual division within courses still applied, especially in country areas where women were under-represented in enrolments.

The August 1984 issue gives statistics on what happened to participants after completing courses: 13 per cent went into full-time employment, 7 per cent into part-time employment, 9 per cent into another PEP course and 9 per cent into another course, leaving 62 per cent unaccounted for. The October issue looks at the participation of Aboriginals and people from non-English speaking backgrounds. The November PEPStats gives a profile of PEP participants in NSW TAFE colleges according to age, sex, educational qualifications, duration of unemployment and areas of special need.

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NSW. NON-GOVERNMENT PARTICIPATION AND EQUITY PROGRAM (SYDNEY) 85/C: 6

Participation and Equity Program. Directory of Targetted Schools 1984. Sydney, NSW: The Non-Government Participation and Equity Program (P.O. Box 217, Leichhardt 2040), 1984 [25p.]

This document lists and describes the twenty-five Non-Government Schools which were targetted for Term 3 of 1984 by the joint NSW Non-Government Schools Participation and Equity Program Committee. In addition to providing information about each school, its situation and student population, the directory includes a project summary and budget for each school.

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BYERS, Glynis 85/C: 7

An evaluation of a school-based terminating Year 11 Course at St Joseph's High School, Merewether, NSW. In Participation and Equity Program News, Vol. 1, No. 6 (compiled by the Non-Government Participation and Equity Program, Sydney), November 1984 [5p.]

This is an account of an experimental Year 11 course at a NSW Catholic secondary school which was designed to provide 'at risk' students with an alternative to unemployment or, if they remained at school, the probability of failing the HSC. The 17 students who started the course in February 1984 were a combination of young and immature students who had found academic work difficult and a smaller number of students who had been relatively successful in mainstream academic work but who chose this alternative as a more relevant preparation for work. The course began with a 2-day Orientation Camp away from the school which was intended as an opportunity for students to contribute ideas on the course curriculum and decide on rules and standards of behaviour. The camp had the practical benefit of initiating a friendly sense of group identity but did not succeed in its consultative aspects, mainly because students were unprepared for this responsibility.

Features of the course included: team involvement of five teachers to reduce dependency on the group on a single individual; one day per week Work Experience; a Leisure for Pleasure and Profit component centred on a small class-run handicraft and gift shop; student-run formal meetings at which problems and issues arising were discussed; out of school activities on one afternoon per six days, covering community service work, excursions and films; flexibility in operation of the course, facilitated by the small numbers of staff and students.

Most of the problems which manifested themselves early in the course were related to the different expectations held by the students, who would only apply themselves to work they saw as immediately relevant to their needs, and the teachers, who had anticipated much higher levels of motivation and commitment. It was found also that the students required a great deal of emotional support and encouragement, particularly when members of the group began to find employment and those remaining began to panic about their own prospects. Overall however, the teachers regard the program as having been a success, with only 3 of the original 17 students remaining at the end of the third term. Those remaining 3 students are characterised by confidence and eagerness to approach new situations, an outcome which was one of the initial goals of the course. Among the important lessons that those involved in the management of the course would like to communicate more widely was the significance of the Work Experience component. Not only did it provide the students with a regular day away from school when they felt part of the workforce; it also improved their confidence in relating to adults and carrying real responsibility. Other lessons from the course include the need for all work to be seen as relevant to the students who are in a school situation by choice. Also, short discrete work units (approximately 6 weeks) with measurable practical results are more effective than large blocks of 'theory'. Of central importance too is the interest and flexibility of the teachers who must make the effort to build up a good rapport with the students.

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SPRING, Jill 85/C: 8

Involving the Total School Community. In Participation and Equity Program News, Vol. 1, No. 5, October 1984. Compiled by the Non-Government Participation and Equity Program (Sydney), P.O. Box 217, Leichhardt, 2040 [6p.]

This article deals with the initiatives taken by a school located on the outskirts of Brisbane to forge closer links with the parents of its students and the wider local community. Jill Spring is the Community Relations Officer at Inala High School which is located in a suburb characterised by uncongenial surroundings, insufficient recreational activities and inadequate public transport. Approximately 40 per cent of parents of Inala High students are on benefits or pensions, 30 per cent of students come from one-parent families, over 40 per cent of students are first or second generation migrants and 10 per cent are of either Aboriginal or Islander descent. The alienating nature of the environment, differences in socio-economic circumstances of parents and teachers and the multi-cultural composition of the school have produced tensions which imposed a split between parent/community values and those of the school.

In confronting these problems the school identified a number of needs: to develop closer communication and co-operation between parents and teachers so that the school could become to value education and reinforce its value at home; to make this education more relevant; to foster a sense of pride in the school and raise self-esteem, providing educational opportunities and alternative leisure-time pursuits; to establish communication structures which would enable parents and community to participate in school decisions. To set about meeting these needs, a Community Relations Program was started in February 1982. The first stage in the program was to provide a welcoming, relaxed and informal environment which would facilitate open, friendly discussion. Activities designed to open up the school to parental involvement have included weekly morning teas for parents of all students, regular social functions where parents, teachers and students can mingle 'off duty', Open Days and displays put on by Subject Departments. Parents have also been encouraged to help in the School Library and to take part in reading programs.

To encourage a sense of identification with the school, a campaign to advertise the school was embarked upon, through close liaison with the local newspaper, the television stations and local shopping centres. Community Service activities were also incorporated into several subject departments. A formal School Advisory Council was set up in May 1983. Developments which have since occurred as a result of Council discussions include: the provision of TAFE night courses at the school for the local community; the establishment of parent-only Neighbourhood meetings at which parents could express their views and criticisms frankly.

The author identifies a number of ingredients required to involve the total school community. On the part of teachers, a general acceptance of the philosophy of community/school integration is needed and a willingness to break down barriers and commit energy to establishing structures for communication. Parents must be willing to accept that teachers are also human and that they too have the students' best interests at heart. The school must work towards an open school climate which facilitates

community participation in decision-making. Although it is early to judge, it appears that in the case of Inala High the changes are moving in the direction of improving student motivation and academic performance. The school has also enjoyed a sudden increase in popularity with a large increase of Year 8 enrolments in 1983.

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KNIGHT, Tony* (co-ordinator) 85/C: 9

Youth Advocacy Report. A Student Initiated Project. Melbourne, Victoria: Vandalism Task Force, Department of Premier and Cabinet, December 1982

The Vandalism Task Force sponsored this project to involve young people in the research and analysis necessary as a base on which to formulate plans to prevent vandalism in the community. The participation of young people in such projects offers opportunity for constructive approaches to social change to be linked with a critical understanding of the social processes affecting young people. The students involved were from two high schools (Sunshine and Broadmeadows) and four non-government primary schools (West Footscray, Deer Park, Brooklyn and Newport). The six sections of this publication present the reports of the students participation in each school.

The seven students from Sunshine High visited three corrective institutions, talking over questions and issues with the young people in these institutions. The Broadmeadows students from the Year 12 Legal Studies Course conducted their research in their local community, focusing on issues of concern to the community as well as to young people. Reports are presented on crime, transport and entertainment and on the employment/ unemployment status of school leavers. The four primary schools undertook surveys of the extent, types and causes of vandalism in their particular communities.

In all the reports the most frequently identified causes of vandalism were boredom and the sense of uselessness associated with unemployment and aggravated by a lack of entertainment and other public facilities and services in the communities. The recommendations made by the young people in the various reports laid emphasis on the need for employment and for adequate community facilities and public transport. Recommendations were also made for activities and projects in schools and communities which would involve young people in purposeful and worthwhile activities.

* *School of Education, La Trobe University, Bundoora, Victoria*

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NEW ZEALAND. DEPARTMENT OF EDUCATION 85/C: 10

Computer Developments in Transition Education

INSTITUTION Department of Education, New Zealand (Contact Officer: S. Bright)

TIME 1984, ongoing

PLACE New Zealand

This project involves an investigation into and evaluation of current commercial education software and computer training options for use with unemployed young people in New Zealand. The study incorporates an update of the 1983 survey of hardware and software in technical institutes and community colleges, in order to identify hardware distribution, available computer time and software gaps, particularly for transition courses but also for other vocational areas. The survey of education software will have special reference to mathematics and reading-oriented packages. The target group under consideration covers students with a severe to moderate lack of reading and numeracy skills (e.g. a reading age of less than 11 years as measured by an informal prose inventory).

In addition to determining the availability and existing use of computer equipment in transition courses and identifying suitable commercial software and compatible hardware, the investigation will include conclusions as to the appropriateness of computers for this content area and target group. It is anticipated that the project report will be of value not only to institutes, community colleges and youth learning centres but also to government departments such as Social Welfare, Maori Affairs and Labour who currently have an interest or involvement in the educational use of microcomputers for 'at risk' young people.

An aspect of the evaluation of training options is the collection of material relating to the use of computers to assist unemployed young people, from sources within New Zealand and also educational centres in various parts of Australia.

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AUSTRALIA. DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS. 85/C: 11
LANGUAGE EDUCATION BRANCH

Bulletin: 1983 Survey of Courses in TEFL/TESL, Migrant and Multi-Cultural Education and Ethnic Studies. Canberra: DEYA, July 1984 [49p.]

This Bulletin provides detailed information on language education courses in tertiary institutions and education authorities in Australia, focusing on: the teaching of English as a second or foreign language; migrant and multicultural education and ethnic studies. The introduction provides a brief overview of opportunities and provisions for training of teachers in these areas.

NSW. WORKING PARTY ON CAREERS ADVISING AND CAREER EDUCATION IN NSW (Chairman: P.J. Doherty) 85/C: 12

Report. Sydney, NSW: Department of Education, December 1983 [192p.]

This Working Party was set up to examine and make recommendations to the NSW Director-General of Education on: the role and function of the Careers Adviser in NSW secondary schools and the extent to which existing practices in schools meet the career planning needs of students; the long and short-term objectives on which future developments of Career Education should be based. Chapter 1 traces the development of concepts of Career Education from the 1970s and defines the terms used in the report. It sees Career Education as comprising all aspects of the school curriculum specifically designed to meet the career planning needs of students by promoting their vocational development.

Subsequent Chapters 2-10 cover the career planning needs of students; curriculum development and career education; career education for special groups; the role and function of careers advisers; community involvement; support services for career education; staff provisions; contemporary issues. A bibliography and eight appendices provide comprehensive background information.

The main principles behind the 77 detailed recommendations in the report are that non-sexist career education should be part of the core of essential experiences and learnings for all students from kindergarten to Year 12 (K-12). Within the primary school, career education should be part of the total school curriculum; in secondary school, the needs of students should be met by discrete, school-based career education programs taught by trained careers advisers.

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TAYLOR, Neville 85/C: 13

How Do Careers Counsellors Counsel?* Sydney, NSW: Counselling Research Unit, NSW Department of Technical and Further Education, September 1984 [16p.]

Careers counselling is seen as essential in placing people suitably in the workforce, but the processes of such counselling have not been closely examined. In order to assess the effectiveness of counselling, it is necessary to know how it operates. This paper describes the development and use of a set of scales designed specifically to enable researchers and trainers to assess careers counselling interviews.

The paper first briefly outlines previous studies in the area and goes on to identify six central issues evident in the literature. These form the basis for developing the set of scales, as described in the following sections. The paper argues in conclusion that the set of measures described allow the processes within an interview to be rated and then correlated with measures of change and also allow investigation of the effectiveness of counselling styles.

* *To be published in the British Journal of Guidance and Counselling.*

NSW. EDUCATION COMMISSION OF NEW SOUTH WALES 85/C: 14

Community Employment Program - Education Commission Projects 1984. Briefing Notes for Advisory Committees. Sydney, NSW: Education Commission of NSW, August 1984 [16p.]

This set of briefing notes describes five community Employment Program projects carried out by the Education Commission during 1984. Each report includes sections on background information, the aims and management of the project, location, the approach and details of training provision and progress of the project. The projects, which relate to a range of educational issues, are: 1) Study on communication between Government agencies and youth; 2) Survey of post-school educational information needs in rural areas; 3) A pilot computer-based learning exchange; 4) A study of youth views on options for post-compulsory education; and 5) A study of perceived educational needs of the 15-24 age group. Each of these five projects reflects the Commission's concern to obtain direct responses from young people about matters which concern them. The carrying out of surveys and interviews is a major component of several projects. Provision was made for the employees to obtain training in survey methods, data analysis and report preparation. The projects are concerned to promote the development of more meaningful and efficient communication between young people and government agencies, policy-makers and post-school educational institutions.

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NSW. COMMON OWNERSHIP DEVELOPMENT AGENCY 85/C: 15

Co-ops are Working. Sydney, NSW.: Common Ownership Development Agency (GPO Box 4546, Sydney 2001), 1984 [kit]

The Common Ownership Development Agency (CODA) assists in the creation and development of worker-owned and controlled businesses. It also promotes worker co-operatives to potential co-op groups and represents the interests of worker co-operatives to governments and other authorities. This kit on Worker Co-operatives is part of CODA's educational program, providing information on worker co-operatives and how they operate. The kit includes a very detailed catalogue of all materials provided in the agency's resources centre. These include books, magazines and pamphlets from Australia and elsewhere and films, videos and audio-cassettes. In addition, the kit includes the guidelines for the NSW Worker Co-operative program, outlining the types of assistance that are available through the program and eligibility criteria. The group's capacity to provide and expand employment is one of the most important criteria for assistance. Also contained in the kit are information sheets and leaflets on worker co-operatives and common ownership companies.

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HARPER, Sally 85/C: 16

Public Learning and Private Enterprise. In Education News, Vol. 18, No. 4, February 1984 [p.18-20]

For many young people, especially girls, advertising, travel, acting and beauty therapy are attractive careers and TAFE courses in these areas fill up early. Young people who cannot enrol in TAFE often turn to privately run courses and institutions. This article warns about some of the pitfalls in such courses. Among these may be high costs (often with hidden extras); unqualified teaching; course length and content unacceptable to employers and the industry; no recognised qualifications; little prospect of employment at the end despite in some cases misleading advertising to the contrary.

Government attitudes to and control of privately run courses vary from State to State. In Tasmania, private courses are few; in Victoria they are closely supervised both by the Ministry for Consumer Affairs and by Jobwatch, an independent watchdog group supported by government funding. In South Australia, courses have to be licensed. There are few restrictions in NSW, W.A. and Queensland, though various departments offer advice to prospective students on enquiries to make before enrolling in such courses, and follow up such complaints as may involve laws on false advertising.

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AUSTRALIAN CONSUMERS ASSOCIATION 85/C: 17

Vocational Courses: Will they improve your job chances? In Choice, December 1984 [p.11-14]

At a time of record youth unemployment, young people try to improve their job chances by taking private vocational courses for which they pay. Many of them are the victims of incompetent or fraudulent enterprises, offering courses which are inadequate in content, unrecognised in qualifications and without job opportunities at the end. The biggest growth areas in private sector courses are in courses on computers and 'glamour' industries (modelling, hairdressing, etc.) and Flight and Bar attendants, receptionists and salespeople. The proliferation of such courses reflects the scarcity of places in TAFE in these areas.

This article indicates some of the pitfalls for young people in taking private vocational courses, illustrating with the actual experiences of two young people. It goes on to outline reliable sources of advice on careers and career prospects such as Career Reference Centres and to indicate possible means of redress against misleading or fraudulent practices.

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FREELAND, John 85/C: 18

Job Training for Survival. In Australian Society, Vol. 3, No. 12., December 1984 [p.19-22]

This article argues that there is an urgent need to rethink employment and training programs. Against a background of increasingly high plateau levels of unemployment following recessionary bouts, and the particularly poor prospects for unemployed teenagers and people over the age of 45, it is essential that a rationalisation of employment and training programs takes place. Evidence is cited to show that changing technology has not caused a skill shortage but that job growth rates have been highest in a number of professional occupations, and in community services in general, in occupations requiring minimum formal preparation and minimum skill levels. These changes have been accompanied by a marked increase in the educational participation and qualifications of both employed and unemployed young people.

The article gives a detailed background to Commonwealth involvement in employment and training, through the long boom years and since the early 'seventies, when the Labor Government adopted a more interventionist approach to the labour market with a movement towards employment and training schemes. Following a brief history and analysis of these schemes, which include the NEAT, RED, CRAFT, SYETP and EPUY, the article goes on to consider the issues facing the Kirby committee of inquiry into labour market programs. Some of the problems identified include: the piecemeal and unco-ordinated nature of the current mix of employment and training programs (ETP's) and their inconsistent levels of assistance. Also there is evidence that they discriminate against women and other groups disadvantaged in the labour market. Furthermore, the ETPs have developed in such a way as to encourage conflict between the public and private sectors over the division of rights and responsibilities in vocational training and employment. The article offers some recommendations as to ways in which these conflicts and the inherent inequalities of the present provision of ETPs could be resolved. The extension of training arrangements, similar to apprenticeships, in non-trade occupations is seen as a way of countering program inequalities. What is needed is a reform of ETP provision in which there is a better co-ordinated classification system, based on a single criteria of the **type of assistance or activity provided**, rather than the present hotchpotch of criteria varying from the age of the participants to the type of delivering body. There is a need for much greater involvement by TAFE in ETP provision and a much larger role for the States in program development and administration. Consideration should be given to the question of private sector support to meet the increased demand for structured training. Development should be away from the present emphasis on employment-based work experience programs and towards planned, structured training schemes associated with TAFE and more effective long-term job preservation and creation programs.

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HUNTER, Ian 85/C: 19

Talking Training to Extinction. In Australian Society, Vol. 3, No. 12, December 1984 [p.22-24]

This article considers the importance of good communication between industry and the community, and government and training authorities on the issue of vocational training and education in the context of a changing and growing technological industrial base. The three agencies presently set up to make industrial and community needs known to Government, the National Training Council, State industrial and commercial training commissions, and the post-secondary educational institutions are ineffectively linked, resulting in governments and bureaucracy receiving conflicting and confusing advice. On both a federal and State level, separate departments and Ministers administer the inter-related areas of vocational and industrial training, employment and legislation and tertiary education. A plethora of committees advises the various levels of bureaucracy and a conclusion may be drawn that the cost of maintaining this array of committees and advising groups is not being repaid by the production of better education and training programs. Another problem is that State industrial and training commissions around Australia are all reviewing their legislation and expanding their areas of control into a wide range of non-trade areas. There is concern that the commissions may not be able to perform adequately in these new, unfamiliar areas.

What is needed to improve the analysis of education and training needs and thence to develop proper programs to meet them is to introduce a rational structure to do this. Among other suggestions, the article recommends the formation of new ministries of vocational education and training to take control of all legislation on employment or training and post-secondary education.

The article criticises the usefulness of current vocational programs, highlighting the impact and power of tertiary institutions and a preoccupation with certificates, diplomas and degrees. The apprenticeship system is criticised for a number of reasons: changes in technology and industrial specialisation have made it difficult to ensure that apprentices gain the breadth of experience and standards of proficiency required; the requirement that trainees have jobs before commencing trade training militates against rational labour force planning and results in skill shortages in times of rapid economic growth; the adherence to traditional craft concepts makes it difficult to meet changing industry needs for artisans with new skills or skills in more than one trade; employers generally lack the time or expertise to select the most able applicants.

A contrast is drawn between the apprenticeship system and traditional tertiary institutions which have changed little since the last century and the global technological and information revolution which has wrought a decline in manufacturing industry and increased the importance of service industries. The providers of vocational training are still geared to the now obsolete tradition that an initial dose of education and training will last a worker a lifetime.

The author concludes with a variety of proposals to improve vocational education and training. Suggesting that the school-leaving age

be raised from 15, he outlines a range of skills which should be taught to motivate students to stay on and prepare them better for adapting to the changing work environment. All vocational programs should provide work placements, and removing obstacles to this should be discussed through negotiation between the union movement, employer associations and the government. Technology training centres could provide more relevant training for the long-term unemployed, older workers and retrenched workers than the existing, intimidating tertiary institutions. Programs at such centres could be linked with industrial facilities and training schemes. Government spending and emphasis on vocational training and education should not focus **only** on those yet to enter the workforce or on the retrenched or longer unemployed, but should also make provision for a comprehensive policy providing for the needs of the employed.

Arguing that advances in all aspects of vocational education and training will be more rapid if we are prepared to surrender State prejudices and look for national solutions, the author warns that it is no longer desirable or feasible for Australia to take refuge in short-term and unco-ordinated approaches to the complex vocational training and employment issues confronting us.

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AUSTRALIA. NATIONAL TRAINING COUNCIL 85/C: 20

Submission to the Committee of Inquiry into Labour Market Programs. Canberra: National Training Council, June 1984 [31p. + appendices]

The Council considers that a considerable increase in the skill and competency of the Australian workforce is essential if Australia is to develop and maintain its international competitiveness and the government is to achieve its economic and social objectives.

The National Training Council (NTC) submission concentrates on the need for a National Training Strategy to be developed in Australia to ensure that efforts to assess training needs and to develop and deliver training appropriate to Australia's economic and labour market prospects are co-ordinated and effective.

On the basis that the National Training Council provides a credible structure and a national organisation to carry responsibility for the Strategy's development and for review and co-ordination of its implementation, Council recommends that the NTC be charged with this task and provided with adequate additional staff and financial resources to perform this role. It further recommends that there is a need for a significant expansion of resources available for research activity in the labour market and training areas, particularly in terms of stimulating the development of structured and innovative training arrangements through partnership of formal training providers and industry.

The submission continues with specific recommendations relating to sectors of the labour market, aspects of training delivery and meeting the special needs of disadvantaged groups. It recommends that the National Training Strategy pay particular attention to the special training needs of small business and to the development of packaged programs using computer-aided instruction. It should also encourage greater co-ordination of action by the State Industry Training Committees and federal Government departments in this field. In the context of the need for training for advanced technology, the submission recommends that encouragement be offered for enhancement of the contribution by private industry in view of its significant impact on the total training effort. It also recommends that grants for advanced technology applications should include, as part of the condition for the grant, a specified percentage for the Training Council which could provide the mechanism through which the diverse interests involved in training for advanced technology are brought together to plan and co-ordinate their efforts. On labour force planning the NTC recommends the adoption of indicative labour market planning as outlined in the DOLAC paper 'The Supply of and Demand for Skilled Labour: A Framework'. Labour market planning should recognise the important role of an expanded Industry Training Committee network in providing information.

Labour market programs should be used more actively as a mechanism through which the needs of industry can be communicated to training providers and through which those needs can directly be met by the purchase of training courses.

In its concluding recommendations the submission returns to its opening theme, the need for improvement in Australia's skill base if the

nation is to achieve its economic and social objectives. In this context, the submission recommends that the National Training Strategy specifically address the following issues: the need to provide training opportunities for the group most at risk of unemployment, young people; the need to improve the productivity of the existing workforce and to provide them with skills appropriate to advanced technology; the need for Australia to establish comparative advantage in appropriate industries; the need to reskill workers adversely affected by structural change; and the need to address the particular training needs of the unemployed.

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. BUREAU OF LABOUR MARKET RESEARCH 85/C: 21

Submission to Committee of Inquiry into Labour Market Programs. Monograph Series No.5. Canberra: Bureau of Labour Market Research, Commonwealth Department of Employment and Industrial Relations, June 1984 [115p. + appendices]

The BLMR submission to the Committee of Inquiry into Labour Market Programs focuses on four main issues: evaluation procedures, findings on key program issues, labour market planning, and information on training in Australia. Given the probable role of governments in future labour market policies and programs, the Bureau chose to emphasise the need for improving both program information systems and evaluation activities. These improvements should ensure that program performance and deficiencies are more readily discernible in the future. Similarly the Bureau felt the need to focus on the adequacy of projections of labour market developments, and the need for action to improve information on training in Australia.

The submission begins with an introductory chapter which provides background information about labour market program expenditure in recent years, the need for evaluation and reappraisal of programs; the demand for labour market planning and for labour market forecasts and projects, difficult though they might be to produce; the need for effective information systems to be incorporated into the overall program design at the planning stage.

Chapter 2 discusses the role of evaluation which is both a diagnostic tool and a vehicle for improving performance. A number of requirements for effective evaluation are outlined: giving adequate attention to the role of evaluation in program design; pilot studies as a useful device for diagnosing program effectiveness in advance of full implementation; the incorporation of a control group within a survey to isolate the effects of the program from those of changes in underlying conditions; the provision of adequate funds for evaluative studies and the commitment of all parties involved in program implementation to the evaluative process itself.

Chapter 3 examines the issues of program effectiveness from an empirical point of view, drawing on BLMR and other studies. The variety of evaluation criteria for assessing program effectiveness is described, including the ability of programs to reach preferred targets, cost-benefit considerations, the level of value added and the trade-off between equity and broader efficiency considerations. Evaluation of program effectiveness should consider complications such as the sometimes negative side-effects of programs (e.g. the displacement effect of targeted wage-subsidy programs) and the recognition of objectives which are important but not readily measurable.

The role of forecasts and projections in labour market planning is discussed in Chapter 4, on the basis that all government intervention must be founded on some view of the future. Although it is hazardous even to define an occupation, not to mention likely demand and supply movements, it is important to obtain as accurate data as possible to ensure the relevance of programs. One way of avoiding the need for the specifics of occupational forecasting is through having a system characterised by sufficient flexibility to allow it to respond rapidly to changing circumstances. This implies the timely availability of good quality data and the acquisition of skills which, while non-specific, provide the basis for immediate augmentation. The implementation of such a system is both costly and risky, and while flexibility is desirable, the extent to which the notion of forecasting can and should be eschewed is debatable. The well-developed and reasonably reliable projections prepared by overseas labour market agencies provide guidance for alternative means of developing a better Australian capability in labour market forecasting and projections.

Chapter 5 discusses the availability of data and research on training in Australia, showing that only very limited data exist and as a result very little empirical research has been carried out. The data that are available relate mostly to apprenticeships and the formal education system. The absence of information, available on a continuing basis, on the characteristics of those undergoing training, methods of training, the agencies carrying out training and the skills imparted through training implies a need for a clearinghouse of data and research on training in Australia and elsewhere. This could facilitate information flows and heighten the awareness of deficiencies in the Australian system. The submission, which forms only part of the Bureau's input into the Inquiry, concludes with the comment that a significant positive response to these shortcomings of the limited quantity and quality of information available to actors and evaluators in the labour market would appear to warrant the input of substantial professional resources in an immediate environment of policy formulation and implementation.

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N.S.W. OFFICE OF SPECIAL EMPLOYMENT 85/C: 22

Submission to the Review of Labour Market Programs . Sydney: Office of Special Employment, NSW State Government, April 1984 [50p. + tables]

The Office of Special Employment, NSW, which was established in April 1983, is responsible for job creation programs that either do not fall directly within the terms of reference of the Review or are programs for which the State Government is specifically responsible. However, the Office felt that the scale and possible impact of these programs on job generation warranted a submission to the Review, providing useful information gained through their operation.

The submission is divided into 3 main sections. The first provides background information; after briefly noting the development of labour market programs in Australia and describing the current pattern of employment and unemployment, it considers the question of structural change and some of its implications for both the public and private sectors. The second section deals with the job creation programs in New South Wales, mentioning some of the lessons learnt from the administration of these programs. The final section analyses the specific issues noted in the terms of reference and draws on the earlier material to make a number of recommendations for action. These recommendations are presented in the context of anticipated accelerating structural change in the labour force and the need to adapt to changing technology and to monitor effectively changes in labour market demand and to take prompt action to deal with shifts in the economy.

The submission recommends that the Federal Government, in consultation with States, unions and the private sector, devise a strategy for the staged introduction of a **labour market planning system** which can greatly improve the information on supply and demand for particular skills. Job creation programs should be more closely linked with broader labour market planning, and public sector job creation programs should be put on a planning basis rather than a pure submission model, thus ensuring that programs and projects approved fit in with overall employment plans for each region, drawn up on the basis of the number of unemployed and their characteristics. Industry training schemes should be widely established to increase the level and relevance of training. They should be jointly funded by the public and private sectors, and should integrate on-the-job training in specific skills with broader off-the-job training in institutions such as TAFE.

Private sector subsidy schemes such as SYETP should be redesigned to ensure that firms are subsidised only where additional workers are employed for lengthy periods and where a significant and relevant on-the-job training program is included. Training should be increased for all sectors of the job market, and in particular in all job creation programs. Emphasis on new program development by the Federal Government should be given to programs for **long-term job creation** and to retraining programs for retrenched workers. The current wide range of labour market programs should be restructured to a smaller range of broad-based programs which are suitably targeted. Attention should be paid to the need for an appropriate use of skilled and lesser skilled or experienced people when developing targeting guidelines, and in particular the need to avoid aiming such a program specifically at youth.

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NSW. ADVISORY COMMITTEE ON EMPLOYME[illegible] 85/C: [illegible]

Developing Human Resources in New South Wales. A Review of Labour Market Planning and Commonwealth Labour Market Programs. A Submission to the Commonwealth Committee of Inquiry into Labour Market Programs. Sydney: NSW Advisory Committee on Employment, June 1984 [126p. + appendices, accompanied by a 24p. Outline of the Submission]

The NSW Advisory Committee on Employment was established by the State Minister for Industrial Relations in 1979, to provide advice on policies for human resources in New South Wales. The Committee comprises a senior official of the Department of Industrial Relations, a respected academic and representatives of the Premier's Department, the Treasurer, the Department of Industrial Development and Decentralisation, the Department of Technical and Further Education and the Department of Environment and Planning.

While focusing on the impact of labour market programs within New South Wales, this submission provides a comprehensive background to, and analysis of, Australian labour market programs, highlighting priority areas for action and outlining specific recommendations for assisting special target groups.

In its recommendations, the submission identifies a number of **priorities** for labour market programs. These include: equality of distribution of benefits under labour market programs between States; flexibility of programs to adjust to changing circumstances; continued high commitment to improving labour market equity; continued efforts to maintain and increase the level of trade training; increased commitment to enhancing non-trades training, particularly in regard to occupations which have evolved through technological change; continued high commitment to assisting unemployed teenagers; increased commitment to assisting unemployed adults; increased emphasis on skills development, especially the life-long training of employed persons.

Major recommendations of the submission concern labour market planning and the need for planning structures and processes. It is recommended that the Commonwealth publish, on an annual and five-yearly basis, a comprehensive statement of policy objectives and strategic directions, including those for human resources. It is suggested that special State/Commonwealth communication structures be set up to assist in the preparation of these statements. Recommendations are also included on measures to establish a data base for planning. To increase public awareness, an Australian Employment Bulletin should be published on a regular basis.

Recommendations on subsidy strategies concentrate on the need to incorporate a high quality training component in subsidised employment. Payment of subsidies should be paid on the basis of a percentage of the award rate with provision for premiums on the basic subsidy to be paid in respect of designated disadvantaged groups such as youth, disabled, the very long-term unemployed, specific migrant groups and older workers. On the question of training allowances, the submission recommends that the system of income support for unemployed people and people in vocationally directed education be rationalised into an integrated Labour Adjustment and Training Income Support System, under the responsibility of a single

department. Recommendations focusing on assistance to youth include the need to guarantee school leavers either subsidised on-the-job training or formal training or a combination of both. A Youth Development Innovation Program is proposed to provide funding and trial runs of innovative training programs to assist unemployed youth.

Recommendations on assistance to women concentrate on the pressing need for child care facilities to be extended to better provide for the needs of working people and those for whom domestic responsibilities restrict the pursuit of employment and training aspirations. Further recommendations are made, with reference to assisting disabled persons, older workers, migrants and industry in general, including a series of specific recommendations on trade training. Consideration is also given to promoting occupational Health and Safety Education, increasing equal employment opportunity measures and meeting regional needs through local Initiative Programs.

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. WOMEN'S BUREAU 85/C: 24

Submission to the Committee of Enquiry into Labour Market Programs. Canberra: Women's Bureau, DEIR, August 1984 [45p.]

The Women's Bureau in the Commonwealth Department of Employment and Industrial Relations is a semi-autonomous branch which advises both the Minister and the Department on policy issues relevant to the employment status of women. This submission aims to provide a framework for the development of comprehensive and equitable training and employment policies which also address the need for a skilled and flexible labour force in a restructuring economy.

Section One, The Introduction, makes reference to other areas of Government policy which aim to address women's economic disadvantage, including Affirmative Action policies and the Sex Discrimination Act (1984). In summary, this submission argues that: women are disadvantaged in the labour market, both in their access to the labour market and in the occupations in which they work; this disadvantage is primarily due to the existence of gender segmented markets; to address this disadvantage, labour market programs, as well as supporting work experience and training for women in traditional occupations, should also be specifically directed at breaking down labour market segmentation by sponsoring women to train for non-traditional occupations; and labour market programs for women will only be successful if women are provided with adequate financial assistance and child care.

Section Two covers Women in the Labour Force, describing general characteristics of women's employment patterns, gender wage differentials and occupational segregation and wage comparison. Section Three deals with womens' employment and the impact of economic recession on female

unemployment and regional unemployment. A review of training policies and government strategies is provided in Section Four which emphasises the relationship between segregated labour markets and labour training policies. Section Five focuses more closely on actual employment and training programs for women and their shortcomings in relation to access and quality of provision for women.

Section Six contains the main Policy Recommendations which are intended to set the overall framework for training policies rather than to make specific recommendations. The section does, however, incorporate some general recommendations including the need for training and employment policies to have clearly stated gender equity objectives. Similarly, it is recommended that a requirement for employer subsidies for job creation for young women should be that they are targeted to occupations which have the capacity to provide new skills or upgrade existing skills and which have future employment prospects and are targeted also to employers willing to provide structured training as a component of work experience. A restructuring and extension of apprenticeship type training is also necessary if women are to have greater access to structured training. In the context of mature age women participants, research evidence shows that the high drop-out rate of women in employment re-entry transition programs is largely owing to the lack of financial support and unseen cost-related factors. Labour market programs should make provision for adequate financial security for mature-age participants, have more flexible entry criteria to ensure women are not excluded for reasons of having had intermittent part-time employment during long-term employment periods, and provide specialised outreach services within the CES to provide women with training and employment information. In addition better linkages should be provided between job creation schemes, wage subsidy programs, pre-vocational training and apprenticeship-type skill training. This type of formalised training structure, focussed on core skill development with potential for adaptability and upgrading, would address the issues of skill mobility and gender equity in training provision.

The concluding Section Seven gives a brief summary of the thrust of the submission, that of the need to address one of the major impediments to women's unequal position in the paid labour force, that of employment training. Targeting should be incorporated within all programs, with the aim of equal gender participation. Targeting should be supported by additional resources including training allowances, child care provision and information facilities to improve women's access to labour market programs.

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WOMEN'S ELECTORAL LOBBY (SYDNEY) 85/C: 25

Submission to Committee of Inquiry into Labour Market Programs. Sydney: Women's Electoral Lobby (Suite 511, 147a King Street, Sydney 2000), 1984 [24p. + 3 appendices]

The WEL submission to the Inquiry into Labour Market Programs highlights the need to achieve equity in the labour market which, along with the goal of maintaining a high level of employment, is one of the central objectives of the Federal Government with respect to the labour market. To achieve these objectives, the Government has continued to use existing and to implement new labour market training programs. In announcing the the review of labour market programs in 1983, the Federal Government acknowledged that women who have participated in such programs to date have received a 'lower quality and quantity of assistance'.

This submission is divided into five main sections, beginning with some introductory comments on the reasons for and background to the current disadvantaged position of women in the labour market and in labour market training programs. Section 2 is an overview of women's recent experience in the labour market, looking at aspects such as unemployment, duration of unemployment, hidden unemployment, occupational segregation and women's participation in employment programs.

Section 3 is a case study of WEL's experience of employing two women as clerk-typists under the Wage Pause Program. The organisation's encounter with the training needs and the difficulties which the two participants experienced in obtaining suitable training led to an interest in the question of support for secretarial training and the need for provision of appropriate part-time day courses for women who cannot afford to study full-time and for whom safety considerations preclude attendance at part-time night classes. Section 4 compares and contrasts secretarial and trade training in NSW, illustrating the traditional bias in labour market programs towards male-dominated occupations. The considerable structural assistance available for men to obtain formal trade training while employed is contrasted with the lack of any such assistance for women to obtain training in a similarly skilled occupation, that of secretarial work. Appendix 3 provides supporting evidence of this in a report prepared by Priscilla Todd, a small business proprietor in Victoria, specialising in secretarial services. Section 5 contains conclusions and recommendations.

WEL recognises the importance of labour market training programs such as Wage Pause and CEP in providing opportunities for unemployed women to become refamiliarised with the world of paid employment, to earn a wage again and to reassess their training needs. However, if the object of programs is to improve equality and efficiency in the workplace, short periods of employment interspersed with income maintenance is an inappropriate policy in the long run. The training needs of women and men require adequate participation time on the job combined with complementary and accessible forms of formal training. One of the causes of high levels of female unemployment is the lack of vocational training, a problem which current programs are not geared to overcome. The WEL submission recommends that occupations for labour market programs be identified which would lend themselves to concurrent formal and on-the-job training. Also the interface between the two be improved, with

consideration given to implementing a study leave system similar to that enjoyed by apprentices. To exempt rebates for the days spent by participants in courses during working hours could provide an incentive to employers to grant paid study leave. If women are to benefit from improved training programs, it is necessary that an appropriate support system be made available. Features of this should include guidance and vocational counselling and child-care facilities at TAFE Colleges and other training institutions.

On a more specific level, the submission includes recommendations for upgrading secretarial training in conjunction with labour market programs, including the inclusion of more management training and information handling units in secretarial courses, opening up broader career directions for women entering enterprises at the secretarial level, and the development of a more flexible course structure in TAFE Secretarial STudies Program in order to meet the needs of people wishing to update and/or acquire new skills.

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NSW. PREMIER'S DEPARTMENT. WOMEN'S CO-ORDINATION UNIT (Cecilia Clarke, compiler) 85/C: 26

Submission to the Review of Labour Market Training Programs. Sydney: Women's Co-ordination Unit, NSW Premier's Department, April 1984 [69p.]

This submission forms part of a larger submission to the Review of Labour Market Training Programs made by the State Government of New South Wales. It aims to examine the present mix of labour market training programs in relation to their success in achieving their objectives relevant to women. In particular, the submission looks at the objectives of job creation, achieving equity in the labour force and maintaining an efficient and skilled labour force.

The submission consists of several parts: the earlier sections provide a brief look at the position of women in the labour force generally and an analysis of who gets what assistance in programs. Later sections address issues relating to specific programs: CRAFT, Wage Pause Program, SYETP. The final section concludes that a new and creative look at training programs must be taken if women are to make further progress in their working lives.

Conclusions and recommendations are given in the first section of the report. Given the context of an unequal situation for women and men in the workforce (demonstrated by women's higher rate of unemployment, labour market segmentation and an earnings differential), labour market training programs have a dual purpose in relation to women - to create jobs for women and to assist in de-segregating the labour market. The submission includes a short statistical summary of participation in labour market

programs which has found that all women receive a lesser quantity of assistance than men in all labour market programs and in particular in those which offer skills-training regarded as leading to long-term, stable employment. In addition to specific recommendations concerning CRAFT, SYETP and job creation programs such as Wage Pause and CEP, a number of general recommendations are given. In keeping with the developing view that the structure of the labour market and employment patterns are as significant to unemployment as the need for training and work experience, the report recommends that the Government make a commitment to job creation in its own right, not just as part of a training process. A commitment to a system of concurrent formal and on-the-job training is also suggested as it combines employment with solid career training. An effort needs to be made to identify occupations which lend themselves to the dual system of on-the-job and formal training. This could be done in the context of an overall improvement in human resources planning in relation to expected labour market demand.

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A.C.T. AUSTRALIAN NATIONAL UNIVERSITY. CENTRE FOR CONTINUING EDUCATION 85/C: 27

Submission to the Committee of Inquiry into Labour Market Programs. Canberra: Centre for Continuing Education, Australian National University, April 1984 [27p.]

This submission is wide-ranging in its discussions and overall view of current labour market programs. Arguing that one must first identify the relevant questions for attention before attempting to propose answers, it presents the need to see the labour market, not in isolation, but in relation to a range of educational, social and economic fields in an integrated way and to see it also in the context of a clear set of principles which guide the goals and directions which are to be sought. Therefore the submission does not include many specific, practical recommendations but provides an analysis and interpretation of the need for labour market programs, their purposes, what sense they make and how well they succeed. The major recommendations of the submission are to work towards a coherent, broad and long-term view of ways of better integrating education, training and labour-market policies; to avoid the pitfalls entailed in reliance on a naive model of labour market planning, based on the premise that it is possible to design educational/training systems on the basis of projected labour needs; to consider an alternative approach, that of recurrent education strategies.

Pointing out that the Centre for Continuing Education has embarked on a major program of research and policy studies on 'Recurrent Education for Australia', the submission proposes that the concept of recurrent education based on the notion of the alternation of education and work, offers an alternative and adaptive approach to the labour market. Rather than linking planning to mechanistic forecasting, it is proposed that Australia should provide its people with an initial general education as a broad and

adaptive basis for later life, combined with access to subsequent recurrent opportunities for education and learning, as they are needed. A recurrent education perspective also assists in integrating rather than segmenting, thinking about education, training, the labour market, welfare and other fields. Central to the notion of recurrent education are the **alternation** of education and work and, to some extent, the **blurring** of education, work and perhaps leisure.

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VICTORIA. WESTERN REGION CYSS OPTIONS GROUP 85/C: 28

A View from the West. A submission to the Kirby Inquiry into Labour Market Programs from CYSS projects in the West and North-west of Melbourne. Melbourne: Western Region CYSS Options Group, (P.O. Box 144, Footscray 3011), August 1984 [33p.]

The Western Region CYSS Options Group was established to make a joint submission to the Inquiry, with the intention of representing people with an interest in and understanding of CYSS. This report is intended as a response to the Kirby Inquiry's review of CYSS and to present the experience, needs and recommendations of those involved in CYSS in the western metropolitan region of Melbourne, which suffered significantly during the recent economic recession, leading to an effective unemployment rate for young people of over 35 per cent.

The report restricts itself to comments on the CYSS scheme, focusing on four main areas: Conti], Funding and Tenure, Guidelines and Targeting. Recommendations include g.ving Local Management Committees greater control over funding, resources, guidelines, targeting, the development of aims and objectives, and evaluation. There should be more scope for participation by workers and participants on Local Management Committees. The role of Federal and State CYSS Departments should be reviewed, in particular that of the Department of Employment and Industrial Relations. The central conclusion of the report is that CYSS, if it is to continue successfully, must maintain and develop the community base which has been its greatest strength.

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HOYLES, Bill 85/C: 29

Aboriginal Youth Worker Training. In International Newsletter of the Bernard Van Leer Foundation of Holland. May 1984 [p.6-10]

The Aboriginal Training and Cultural Institute (ATCI) was the first adult education institution in Australia to be established, managed and directed by professional Aboriginal people. Its Youth Worker Training Program has been supported between 1978 and 1982 by the Bernard Van Leer Foundation in Holland which has published this outline of the project. The article provides some background information about Aborigines in Australia, indicating some of the problems, particularly for young people, of living within a western type culture.

The aim of the Youth Worker Training Program was to develop suitable training and consultative processes to enable communities to employ their own Aboriginal para-professional youth workers. It was designed to incorporate three participating groups: Local Community Councils Support Committees, Youth Worker Trainees and Administrative Trainees at ATCI. Three objectives of the program were: to closely involve Community Councils in the development of youth activities; to provide the training for youth workers which would enable them to develop and implement social health youth services in their communities; to enhance the skills of trainees in planning, administration and evaluation.

The project was developed in four phases to accommodate Aboriginal people who were unable to leave their communities for long periods. These were: Identification of Needs; Short Intensive Workshops; Feedback and Implementation in the Community; Follow-up Procedures. Through this process, the project focused on basic skills, health promotion, sport and recreation, youth services, arts and crafts, community work or such other priorities as the community might identify. The emphasis in the program has been on activities which require little or no equipment; on the involvement of young people in building essential equipment and on fund-raising of a kind to involve worthwhile educational activities. The article describes the processes and activities of the project and the variety of achievements, noting two important subsidiary outcomes: the realisation that Aboriginal people from differing backgrounds could be brought together successfully within an educational environment; the pride in their Aboriginality generated among some of the rural and urban trainees as a result of involvement with traditional people. The project also developed a series of booklets compiled from the trainees' own material from which has been developed a set of training booklets. These, with a teacher's guide on methodology and evaluation will provide a comprehensive resource kit. The ATCI is also producing a series of professional monographs on the project to stimulate discussion and influence future planning in adult education for indigenous minority groups.

. See also HOYLES, Bill. Aboriginal Youth Issues in Youth Studies Bulletin, Vol. 3, No. 2, May 1984 [p.12-16].

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McDERMOTT, Justin 85/C: 30

Half a Chance. The Evaluation of a Youth Accommodation Project. Fitzroy, Victoria: Brotherhood of St Laurence (67 Brunswick Street, Fitzroy 3065), November 1984 [112p.]

The Northcote Accommodation Project (NAP) was one of a series of demonstration projects initiated by the Brotherhood of St Laurence in Melbourne (see, for example, C26,27). It was established in 1981 as a medium-term housing service for homeless, disadvantaged young people in the 16-19 years group. This report charts the course of the project to May 1983, providing initially a brief survey of 'post-refuge' accommodation projects as a context for discussion of NAP. In its statement of objectives, the program was seen as providing accommodation for young people for a reasonable period to enable them to learn to live independently; to find stable accommodation later; to develop their capacity to make decisions and their links with the community.

Chapter 2 outlines the origins of the program and its establishment in November 1981 in an old five-bedroom weatherboard house in Northcote (6km north-east of Melbourne). Chapter 3 describes the selection of the 5-6 residents of the 'boarding house' on the basis of a mixture of sexes and ages and on the criterion of being unemployed and likely to benefit from the experience. The project experienced a high turnover of residents, the median stay being three months, though six months had been envisaged as an appropriate period. Reasons for leaving included evictions/walkouts; minor disputes or relationship difficulties; an orderly transition to other situations. These aspects are covered in Chapters 4-6.

Inherent in the project concept were two somewhat contradictory objectives: the development of decision-making, which required independence and self-management, and the skills training, which implied staff control. The emergence of these as sources of tension and the development of the two objectives are discussed in Chapters 7-9. Chapters 10-11 cover the staffing and management of the project. Chapters 12-14 indicate other difficulties of the project in developing links with the 'community' and in assisting young people towards the objective of stable accommodation. Chapter 15 discusses the project from the point of view of theory and practice, comparing it in some detail with an earlier project, the Family Centre Project (1971-74). The concluding Chapter 16 makes a number of practical suggestions for improvement based on the review.

The report suggests a household of no more than four, where new residents are selected by existing residents and where the young people largely manage for themselves with the advice and support of a (non-residential) support worker. A housing officer should also be attached to the project to prepare the way and opportunity for future more stable accommodation. Participation in skills training should not be mandatory and such training should not be on too 'programmatic' a basis. The lesson is that a residential program of this kind should choose between two alternatives: to provide employment and training so that young people are offered a more positive social existence; or to concentrate on the mere provision of housing including access to further accommodation.

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BURKE, Terry 85/C: 31

Housing Needs and Strategies for the Inner Eastern Suburbs. Inner East Housing Study: Needs and Policy Options. Report prepared for the Inner Eastern Regional Consultative Council by Swinburne Centre for Urban Studies. Melbourne, Victoria: Inner Eastern Regional Consultative Council, July 1983 [113p.]

This report was commissioned by the Inner Eastern Regional Consultative Committee to provide specific information on future needs for different types of housing in the region and to indicate the possible roles in provision of housing which might be undertaken by local councils, community groups and the Ministry of Housing. The report is in three sections. The first explains the nature of the housing problem in the region and indicates areas of need. The second reviews 'the politics' of local housing intervention and outlines constraints on greater intervention. The third examines and discusses possible housing strategies, programs and policies and makes recommendations. A fourth section reviews the main findings of the report and lists relevant policies and programs.

The report indicates three main demographic trends in the region: a change in household structures from the traditional nuclear family to single parent and other types of household; rapidly declining ability to afford home ownership, with consequent pressures on public and private rental accommodation; economic changes and unemployment levels which create difficulties for the formation of two income households. Taken together, these trends imply an increasing demand for housing and a declining capacity to afford home ownership or scarce and consequently high cost rental accommodation.

On this basis, the report sees a need for a greater variety in housing provision for different types of households (aged, single persons and single parent households); that is, fewer detached family type houses and more villa units, flats, boarding houses and units for the aged. Accommodation will also need to be cheaper, which suggests rental accommodation, preferably in the form of public or co-operative housing. The problem is seen as being of a dimension and form which cannot be addressed by one-off or ad hoc programs; a more comprehensive approach is required, and the report makes its recommendations towards this.

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INTERNATIONAL YOUTH YEAR 1985: PERIODICALS AND INFORMATION 85/C: 32

* IYY. A Publication for International Youth Year in the ACT. IYY Secretariat, Department of Territories and Local Government (P.O. Box 9985, Canberra City 2601)

. No. 3, November 1984 [4p.]
. No. 4, December 1984 [8p.]

* IYY Bulletin. Youth Affairs Council of Australia (P.O. Box 108, St Kilda South 3182)

. No. 3, September 1984 [24p.]

This issue outlines YACA's program for IYY and what it hopes will be achieved by the end of 1985. Goals are listed under the headings of Empowerment, Infrastructure, Youth Policy, Resources, Advocacy and Community Education, Population Groups, International, Training and Social Policy.

'IYY The Vision - A Reality' is the title of a speech delivered at a recent United Nations Association of Australia Conference on IYY. Focusing on the three themes of participation, development and peace, the speech describes how YACA has interpreted the three themes as part of a vision of a participatory world in which all people can share in the economic/political and social wealth of the community. While pointing out the things which IYY cannot achieve, the speech goes on to consider a systematic and practical 9-point agenda for IYY, as listed in the goals above [p.5-7]. The remainder of the September 1984 IYY Bulletin looks at action on IYY in various States and by various groups. A calendar of IYY activities is also included.

. No. 4, January 1985 [8p.]

This issue deals with the theme of 'Being Vocal, Young People Speak Out', in the context of the 14 major national gatherings of young people in January 1985. A statement which will be a compilation of the key outcomes of all the gatherings will be distributed in February and will provide a basis for IYY activity throughout the year. The 14 gatherings are described in greater detail in the remainder of the January 1985 IYY Bulletin.

* New South Wales, IYY Information Bulletin. IYY Secretariat (G.P.O. Box 9985, Sydney 2001)

. No. 7, August 1984 [14p.]
. No. 8, September 1984 [10p.]
. No. 9, October 1984 [10p.]

* Options IYY. The official International Youth Year Newsletter of the Office of Youth Affairs. Canberra: Office of Youth Affairs, Department of Education and Youth Affairs

. No. 1, November 1984

This is the first issue of the official IYY newsletter produced by the Office of Youth Affairs. It is produced by the National IYY Secretariat

as a guide to the planning and staging of IYY throughout Australia. It is intended that OPTIONS will keep national and state organisations in touch with IYY and the Office of Youth Affairs generally. The name was chosen to demonstrate the right of young people to a society within which they can exercise options on matters affecting their lives. This first issue aims to provide all interested parties with some background to the Year and encourage activities and planning for the year. In addition, it gives details of the Commonwealth's co-ordinating role in IYY Australia, through the national IYY Secretariat.

- W.A. IYY Newsletter. IYY 85 Co-ordinating Committee (G.P.O. Box 9985, Perth, 6001)

  . No. 4, November 1984 [8p.]
  . No. 5, December 1984 [8p.]

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